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ABSTRACT

This handbook provides specific examples of activities and procedures of labor-education collaboration within the context of the career education program. It is intended to help interested communities develop or expand labor's active involvement in the educational process. After an introduction, a section lists a number of concerns shared by organized labor and education. Other brief sections focus on career education as a vehicle for establishing communication with labor, Ohio's career development program, and labor-career education in Akron. Three sections concerning labor resources in education review the general structure and function of the various labor unions found in the community and identify areas of expertise and interests. In the next section guidelines for planning and implementing inservice labor-education programs for educators are provided. Following a section providing direction for developing integrated curriculum units on organized labor, secondary-level labor-education instructional units with sample lessons and objectives are provided. The next section gives examples of additional ways in which labor education can be incorporated into other areas of the school curriculum. A final section provides direction for developing a labor-education multimedia resource center and describes the minimum materials which should be available. A bibliography is provided. (YLB)

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LABOR AND CAREER EDUCATION

IDEAS FOR ACTION

Handbook of Ideas for
Involving and Integrating
Labor in Career Education

Prepared by

Nicholas J. Topougis

for

The U. S. Department of Health, Education and Welfare
Office of Education

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The purpose of this handbook, admittedly, is not to chronicle the development of a particular career education program; nor, more specifically, to detail that program's collaboration with labor. However, the value of a resource such as this manual depends on the applicability of its information. Consequently, because actual successful steps in and examples of collaboration, rather than hypothetical advice, are the most applicable, the publication has drawn heavily upon the Akron, Ohio experience. The carefully-chosen contributors have had close and firsthand contact with this experience.

Although each locality must create programs to suit its unique resources, it is hoped that reassurance and encouragement are found in knowing that "it worked for Akron."

Hence, Akron's background is recounted briefly below.

The concept and program implementation of career education was first integrated into the curriculum of some Akron public schools in 1970. By the 1978-1979 school year, it was associated with four of the nine senior high schools as well as with the feeder elementary and junior high schools in three of those senior high school districts. Although the Akron program takes a great deal of pride in working intensively with community resources, in the early years, organized labor was not one of those resources.

The career education program in Akron first began to develop its relationship with local labor organizations during the 1976-1977 school year under a federal contract from the U. S. Office of Education to both the Akron Public Schools and the Akron Regional Development Board. This joint application permitted a strong relationship to develop with the United Rubber Workers International, Akron Labor Council, and the Akron Branch Office of the Labor, Education, and Research Department of Ohio State University.

Peter Bommarito, President, United Rubber, Cork, Linoleum and Plastic Workers of America; Robert Strauber, former Education Director of United Rubber, Cork, Linoleum and Plastic Workers of America; and Phil Leonard, Executive Secretary of the Akron Labor Council, performed valuable services in the initial development and implementation of collaborative activities.

During the 1978-1979 school year, a contract awarded to the writer by the U. S. Office of Education for the purpose of a labor-career education handbook resulted in even closer collaboration. The coordination of the labor-career education activities considered in this document was the responsibility of a labor-education committee. The committee included:

Nicholas J. Topougis, Director of
Career Education, Akron Public Schools

- Robert Strauber, Deputy Mayor, Labor Relations, Akron City Government and past Education Director of United Rubber Workers
- Dr. James Jesse, Associate Professor, Labor Education Research Service, Ohio State University
- Dr. William E. Nemec, Assistant Professor of Education, University of Akron
- Dr. Larry G. Bradley, Associate Professor, University of Akron
- Dr. Bill J. Frye, Associate Professor, University of Akron
- Mrs. Mary Lou Griffin, Coordinator, Career Education, Akron Public Schools

Many national labor leaders have contributed information to and suggestions for content and their names are listed under contributors.

Special acknowledgement is due to Mrs. Patricia Marmaduke, Secondary Curriculum Specialist, and Frank Pichichero, Economics Project Specialist, both of the Akron Public Schools, for additional support provided in curriculum development; to Dr. Kenneth B. Hoyt, Director, Office of Career Education, U. S. Department of Health, Education and Welfare, Washington, D. C. for guidance and direction; and to my wife, Artemis, for the preparation of the typescript for the manual.

NICHOLAS J. TOPOUGIS
August, 1979

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INTRODUCTION

A basic premise of education is that learning can be made more relevant to life by utilizing the vast resources available in the community. Career education is that premise in action. It is the collaboration of the formal education unit, the home-family structure and all parts of the working community. Together they become a delivery system enabling students to increase their abilities to reason individually and collectively about what work is, to know generally what they want to do and to be ready and willing to do it.

As recently as 1976, organized labor acknowledged this basic premise in strongly endorsing career education. Peter A. Bommarito, President, United Rubber, Cork, Linoleum and Plastic Workers of America, provided organized labor's major policy statement at the Commissioner's National Conference on Career Education in November, 1976, at Houston, Texas.

Organized labor had early concerns about career education, but many of the misunderstandings between career education advocates and members of organized labor are being identified and dealt with constructively. In so doing, the commitment to mutual support has been established.

There has been considerable progress in recognizing the potential of labor's contribution to the schools. Increasing the means by which this input can occur is the motive of this handbook. To state explicitly: the handbook's intent is to help interested communities develop or expand the active involvement of labor in the educational process by providing specific examples of activities and procedures of labor-education collaboration within the context of the career education program.

Specific teacher-training guidelines for developing and implementing labor-related educational activities are offered, along with extensive information regarding utilizing local labor staff and resources in curriculum development and staff training.

Direction is provided for developing integrated curriculum units on organized labor. Sample lessons are presented, and the relationships of labor to several curriculum disciplines are described.

To the extent possible, an attempt has been made to provide an annotated bibliography of labor education resource materials available from local, state and national sources, as well as providing direction for establishing a labor education resource center.

As stated in the forword, the content of this publication is based on actual past and present efforts of labor and the public schools with which the writer has been associated--nothing is hypothetical.

The hope of the writer and contributors is that the information contained herein can be used to design collaborative programs which will prepare students to move optimally from the world of school to the world of work.

WHY WORK TOGETHER?

Why should labor collaborate with schools to help young persons relate education to the real world, in general, and more specifically, to work? Basically, the answer is that our entire society benefits when citizens are prepared to be constructive human beings--well adjusted, knowledgeable about how society operates, able to adapt to change and to become productive members of a community.

Such preparation cannot be accomplished by schools alone. If it is to be realistic, accurate and practical, those in organized labor and the community at large, outside the school, must give students and educators the benefit of their experience and knowledge.

Labor always has had great interest in the educational process and in its quality. It also has identified additional concerns: (1) that schools at all levels provide adequate, unprejudiced instruction in labor history and organization, and labor's role in American society; (2) that schools prepare people for productive roles and to become intelligent consumers in a technological society in which the changes are greater in number than ever before and increasing all the time.

These areas are important to educators, as well. There are, in fact, a number of concerns shared by organized labor and education. Among them are the following.

- Motivating students to acquire mastery of basic skills needed for competency and adaptability, not only in today's world but also in a changing society and employment picture.
- Fostering skills which are necessary to job survival: skills in job getting and holding, human relations and decision-making.
- Preparing students for maximum flexibility by expanding career options and reducing the anxiety of career choice.
- Making a conscious effort to demonstrate the relevancy of education to the world of work and providing students with substantial understanding of the complex economic forces in our society.
- Informing students and educators what competencies are needed by youth in the work world.
- Decreasing stereotyping of minorities and women in nontraditional roles.
- Providing information as realistic as possible in relation to automation, technology, training and specialization.

- Giving realistic and accurate information about blue collar workers in work and society.

- Increasing knowledge about labor history among educators.

- Making teachers and students aware of the role of unions, membership involvement and responsibilities, and the importance of unions as part of working life.

- Dealing with the problems and progress of organized labor.

- Refining concepts of work and leisure.

- Encouraging students to regard education as a lifelong process and motivating them to take advantage of expanding programs in continuing and recurring education.

- Providing students with education that will allow them to develop their personal potential and talents and that will permit them to retain freedom of choice for future careers.

- Expanding guidance and counseling services to provide for specific needs of all sectors of the student population, especially minorities, women and the handicapped.

- Developing maximum linkages with labor resources in order to enhance the total educational process.

- Meeting demands of parents and students for more guidance in making career choices and for more direct preparation for chosen careers.

- Informing students about the various kinds of post-high school training and education which exist and helping them to decide on the education appropriate for their career plan.

- Encouraging deliberate planning toward worthy use of leisure.

CAREER EDUCATION - AS A VEHICLE

Labor has always been strongly committed to the value of education, and it remains the most consistent and effective supporter of public funds for the process. Education in the past has utilized community resources, but almost to the exclusion of labor. Consequently, little successful interaction between labor and the schools has occurred. The partnership of labor and education can be so valuable and constructive that no further time should be lost in strengthening the unification.

Career educators do not consider labor collaboration to be their exclusive domain. Any program assisting students in the transitional process of school to work is a vehicle for labor collaboration. For example, CETA-YETP in-school programs and industry-education work councils, already established in a number of communities, also should be involved. Any effort that presents to students a more practical and realistic view of society can be a platform for collaboration with labor.

Career education is one vehicle for establishing a structure of communication with labor since the educational priorities and philosophy of labor are completely compatible with the idea of career education in the promotion of lifelong learning.

As a broad educational approach, career education involves all learners, whatever their hopes, interests and abilities, by infusing facts, concepts and skills relating to career choice and career preparation with existing school subjects and programs. It depends heavily on the infusion of community resources into the learning process while emphasizing to students their right to choose an area of work, whether traditional or nontraditional, in which they wish to find occupations during their life span.

An individual's sense of personal worth and direction are furthered as career education integrates work values with personal values leading to the choice of a desirable life style. The learning of basic academic skills, good work attitudes, decision-making abilities, job seeking, getting and keeping skills is stressed.

Further, career education aims to provide an educational process that will reunify vocational and academic education for the benefit of business and insure greater continuity between the worlds of schooling and working. It offers labor a unique opportunity for collaboration because it emphasizes the involvement of the business-industry-labor community. In the long run, both groups will benefit if they can convene in areas of mutual concern.

Career education needs the experience, perspective and vision of labor. If labor continues to play a pivotal role, the success of the career education movement is greatly enhanced; without labor's perspective, it may fail. On the other hand, now that career education has opened the door to labor, labor, too, will enjoy major benefits.

When the resources, both human and material, are present and where relationships between labor and the schools are based on good will, great strides can be made in achieving excellence in education.

Just as educators must increase their knowledge of labor history, the role of unions in the work place, and labor as a resource in the educational process, in order to insure a sound labor-education collaboration, so, too, are labor participants urged to acquire an understanding of career education. This brief section is included so that they may acquire or refresh their knowledge about career education.

All programs require blueprints, and most public school career education programs closely follow the blueprints or models designed by their respective states and which are consistent with the national model. With the exception of minor differences, these models provide for three career development stages: (1) career motivation and awareness, (2) career orientation and (3) career exploration and preparation. Career activities and student experiences during these stages prepare the students to make choices regarding vocational and post-secondary education, other than in a four-year college, or for study leading to bachelor and advanced degrees in a college or university.

The three stages of the career development program in Ohio are defined as follows:

CAREER MOTIVATION (K-6) develops positive attitudes toward task completion and pride in accomplishment; creates awareness of the variety of workers, the dignity of work and self worth.

CAREER ORIENTATION (7-8) emphasizes the wide range of occupations available, worker characteristics, and relevance of school subjects to occupational areas. Provides for self evaluation of interests, aptitudes and abilities.

CAREER EXPLORATION AND PREPARATION (9-12) introduces in-depth studies in occupational areas of student choice, offers actual work experience, deals with value and interest clarification, and heavily emphasizes decision making.

During these three stages, there are seven development areas which are integrated within all segments of the curriculum:

SELF - examining student attitudes and perceptions, and encouraging self-evaluation of interests, aptitudes, achievements and values.

INDIVIDUAL AND ENVIRONMENT - considers how the individual relates to the environment and the role each person plays in the home, school, community and work.

EDUCATION AND TRAINING - learning skills, ideas and appreciations that the individual needs in order to experience a successful life.

WORLD OF WORK - establishing work values, studying the variety and nature of occupations, work families and their interdependence, and learning methods of studying and classifying occupations.

ECONOMICS - recognizing the individual as both a worker earning income and a consumer spending income, and teaching the principles of the American economic system and the individual's relation to them.

EMPLOYABILITY AND WORK ADJUSTMENT - obtaining and holding a job and advancing in a career.

DECISION-MAKING - learning a process that is necessary to all aspects of living, including the choice of a career.

As stated previously, because the author is very familiar with a particular career education program, it is used as a reference point. The Akron Public Schools' program follows the Ohio model which is consistent with the philosophy of the national one. The Akron approach stresses the life-relatedness of subject matter and employs this as a tool in the instruction of subjects in the existing curriculum.

The Akron Public Schools are part of Ohio's program in Career Education and, thus, receive financial and leadership support from the Ohio Department of Education, Division of Vocational Education. During the 1978-79 school year, Ohio funded programs in schools of forty-six senior high school districts. Akron had three of them.

In Akron, the initial thrust of developing a closer working relationship with labor began in 1976, with the United Rubber, Cork, Linoleum, and Plastic Workers of America. Mr. Peter A. Bommarito, President of the Union, officially endorsed the union's support of the local schools' career education efforts, and assigned his Director of Education, Mr. Robert Strauber, the responsibility of working closely with the Director of Career Education for the Akron Public Schools, Mr. Nick Topougis, in developing the foundation for labor-school collaboration.

Through Mr. Strauber's leadership, the Akron Labor Council organized a Labor-Education Advisory Committee to assist the schools in attaining the following objectives:

- Increasing communications between labor and the schools.
- Placing students in direct contact with career people in organized labor.
- Exposing students to organized labor's views on issues of the day.
- Providing assistance in planning and implementing training programs for educators.
- Identifying speakers on topics related to organized labor.
- Selecting sites for field trips; providing for observation of workers on the job, at union meetings and negotiation sessions; offering opportunities for interaction with labor union personnel.
- Establishing a clearinghouse for scheduling speakers and visitation sites.

- Identifying and obtaining suitable printed materials and visual aids on labor.

- Initiating internship programs for senior high students in union headquarters.

The Labor-Education Advisory Committee consisted of the following:

Phillip C. Leonard
Executive Secretary and Treasurer
Akron Labor Council, AFL-CIO

Robert Strauber
Education Director
United Rubber Workers (U.R.W.)

Ann C. Greene
Director, Research and Education
International Chemical Workers Union

James Jesse
Associate Professor
Ohio State University
Labor Education and Research Service

Harold Jenkins
Special Representative of U.R.W.

Nick Topougis
Director, Career Education Programs
Akron Public Schools

Mary Lou Griffin
Career Coordinator
Akron Public Schools

The results of the initial efforts of the Labor-Education Advisory Committee have been extremely rewarding, with the following outcomes realized within two years:

- A labor representative was selected to coordinate requests for classroom resource persons and instructional aides on organized labor.

- A program was developed and implemented for high school students which provides six weeks experience in exploring public relations and journalism at the U.R.W. headquarters.

- Evening seminars were planned and conducted for educators on labor-management relations.

- Extensive inservice programs in cooperation with the University of Akron, College of Education, were developed and implemented in "Management-Labor Relations" and "Technology, Its Impact on the Work Force." Many labor representatives provided the instruction for the training process.

- A summer teacher work-experience program at the U.R.W. headquarters was designed and executed which enabled educators to obtain a comprehensive view of the role and function of an international union and its career opportunities.

- Summer inservice training for teachers was conducted by labor officials which resulted in the development of integrated labor-education curriculum samples.

- Labor representatives serve as classroom consultants in Junior Achievement's "Project Business" and the "Youth Motivation Task Force" program sponsored by the National Alliance of Business.

- The career staff was assisted by representatives of labor to evaluate and select for purchase suitable labor-related classroom instructional materials.

In addition to these above-mentioned efforts of the Advisory Committee, a working committee also was formed for the purpose of planning all future labor-education curricula and inservice training programs for education on labor-related topics.

The career education staff also has been helped to respond to expanding opportunities for women and members of minority groups in the work force, through a collaborative effort with the Labor Educational Advancement Program (LEAP) of the Urban League and the AFL-CIO Human Resources Development Institute. LEAP is an apprentice outreach program funded through the Department of Labor. The program concentrates its efforts on assisting minority applicants to enter the skilled building and industrial trades and exposing females to, and placing them in, nontraditional employment.

Demonstrations are given in classrooms by representatives of the following trades: plumbing and pipefitting, sheet metal work, painting and decorating, carpentry, glazing, operating engineering, drafting, electrical work, bricklaying, tool and die making and a variety of apprenticeship programs.

A program also is operating at the junior high school level with LEAP providing presentations on nontraditional roles in the work place. Women are presented in machine trades, law enforcement, drafting, etc., while men participants provide information regarding secretarial, nursing, homemaking and communication careers.

Specific aid is given to disadvantaged young people through a summer vocational exploration program sponsored by the AFL-CIO Human Resources Development Institute and the National Alliance of Business. This program enables employers and unions to hire a number of disadvantaged youth. In this way, the opportunity is provided to explore various occupations at the employers' facilities and to understand the forces that operate in the world of work.

The participants are economically disadvantaged between the ages of sixteen and twenty-one. Career staff members, along with school counselors, assist in the identification of students who are interested and eligible.

Students are provided instruction and information by labor representatives. Areas discussed are: succeeding on the job, how to interview for work, local union structure, equal employment opportunities, labor-management relations and collective bargaining agreements.

Success in labor-education collaboration may begin with either the school system's or organized labor's willingness to be involved in a joint effort. Leadership from the schools for this effort can emerge most logically from the leadership of career education or curriculum or both. Where career development personnel and program are available within the schools, the necessary resources--financial, physical and human--already may exist to carry out a purposeful collaborative program.

Similarly, organized labor's commitment materializes in the selection of a spokes-person and leader from labor whose bailiwick is education and who is eager to take the initiative.

In short, collaboration interest may come from the schools, or it may come from labor; it may come from both directions. Which group initiates the collaboration is not as important as the service the two groups perform for students and society.

If formal organization begins with the schools, it is important that the labor organization or person contacted be capable of rallying the leaders of all the organized labor segments of the community. Who that person is or which organization it is differs in every community. This consideration is covered in the next section.

Having first agreed to work together, specific objectives then can be stated and programs and activities which labor and the schools wish jointly to undertake can be planned. Throughout deliberations, all expressed concerns must be responded to and biases filtered out, if the relationship is to remain on course.

IDENTIFY LOCAL LABOR LEADERSHIP STRUCTURE

Much has already been said in previous sections regarding the value of including labor in the curriculum. In this section, an attempt will be made to provide some guideposts and road maps to help the educator find the necessary labor representatives and resources.

Most educators will find themselves at a loss when asked to identify a local spokesman for labor on education or community matters. While the structure and hierarchy of organized labor are not arcane, neither are they always clearly visible to those not accustomed to joint ventures with the unions. Therefore, it may be helpful to briefly review the general structure and function of the various forms of labor unions you may find in your community.

Central Labor Councils:

Beginning at the local level, it would be well to focus attention first at the city, county or area labor council (AFL-CIO). Virtually all local unions affiliated through their national or international unions with the AFL-CIO will be affiliated with the local labor council. The council usually meets monthly on matters of common interest to all unions and each affiliated local sends or is entitled to send delegates. The council is usually the only forum at which all area unions meet or take joint action and is, therefore, particularly valuable if collaborative efforts are to have a broad base.

While the autoworkers, teamsters, mine workers and some public sector unions are independent from the AFL-CIO, their local unions frequently have cooperative relationships with local labor councils. These unions also may have nearby area or regional bodies such as U.A.W. C.A.P. councils.

The spokesman for the local labor council is usually an elected full-time president or executive secretary and is usually a key to any successful effort to enlist broad-based labor involvement in any community effort. Failure to secure the involvement or approval of the labor council spokesman will severely limit the options.

If he/she is successfully enlisted, he/she can provide time on the agenda to explain the program and can be invaluable in identifying resource people and guiding education personnel through the protocol of establishing contact and cooperation with the leadership of unions affiliated with his/her council.

National and International Unions:

National and international unions may be seen as an administrative and staff structure providing service and policy coordination to the local unions and members. The structure generally is created by delegates from the local unions at a national convention and financed by per capita dues from the member locals. Internationals vary from nationals only in that they serve members in another country, usually Canada, as in the case of the United Steelworkers, United Rubberworkers, United Autoworkers, International Brotherhood of Teamsters and others.

These structures usually include an education or research and education department which conducts some level of in-house training services to its member locals. While these departments may focus on internal matters of interest from skills to legislative and political concerns, they also may be responsible for developing policy on public education. If not, they are at least in touch with the AFL-CIO on education policy and may, therefore, serve as a useful resource to a local union which is working with school personnel.

American Federation of Labor and Congress of Industrial Organizations:

The AFL-CIO is a national umbrella organization providing legislative, political and research service and some policy coordination to affiliated national and international unions. The AFL-CIO serves approximately seventy-five percent of organized labor with the autoworkers, teamsters and mine workers being the most notable independents. Each of the latter maintains its own national service structure.

The AFL-CIO Education Department not only develops policy and pursues legislative goals, but also maintains a sizable film and pamphlet library and is often able to provide material resources to schools, as will be shown later in this manual.

The AFL-CIO structure includes the national organization, a state-wide AFL-CIO in each state and the local labor councils mentioned previously.

Local Unions:

The local unions in any area will vary in size and perhaps in level or focus of interest in the schools. You may be certain, however, that their members' children are enrolled in the schools and

that they consistently vote for school levies even if they are not satisfied with the education system--and they frequently are not. Local unions generally may be grouped in three categories:

1. Building Trades (carpenters, plumbers, bricklayers, etc.)

2. Industrial Unions (rubberworkers, steelworkers, textile workers, etc.)

3. Public Sector (teachers, city and county employees, etc.)

Building trades of the "craft" locals are most likely to be interested in apprenticeship programs, most of which are conducted in-house, and in vocational education. They are least likely to have other in-house education programs. All members are skilled craftsmen and the spokesman is usually a full-time business agent who is either elected or appointed by the international union. Frequently, a building trades council will exist in addition to the labor council.

Industrial union locals cover broader or less specific interests in the schools. Locals are usually headed by an elected president who, depending upon the size of the local, may or may not be full-time or may not have additional full-time staff.

Large industrial locals are most likely to have in-house education programs, most of which are geared to contractual and leadership skills.

Public sector locals are usually similar in structure to industrial unions but their interest will vary greatly depending upon their size, the composition of their membership, and whether or not they are affiliated with the AFL-CIO or another state or national association.

Perhaps the most important lesson here is the recognition that organized labor is not a vast, cohesive monolith. On the contrary, the labor movement is richly diverse in membership, in policy and in interest. No one union speaks for any other union. Any program calling for "labor input" must consider the need for a broad base or risk being narrow and parochial.

Universities and Community Colleges:

State universities in most states now provide some level of labor education or labor studies service to unions and their members. Some are strictly off-

campus continuing education programs which carry no college credit. Others also have on- and off-campus credit and degree programs. Where these programs exist, they can be enormously valuable as a resource in developing or conducting public school programs involving labor. A list of these universities may be obtained from: University and College Labor Education Association (UCLEA), Professor Owen Tapper, Secretary-Treasurer, West Virginia University, Institute for Labor Studies, Center for Extension and Continuing Education, Morgantown, West Virginia, 26506.

In almost every state where university programs exist, community colleges may be found which conduct credit and non-credit labor education programs. A list of these programs may be obtained from: American Association of Community and Junior Colleges, Mr. William Abbott, Director, One Dupont Circle, N.W., Washington, D.C., 20036.

Where either of the above exists, some experience in developing a labor-advisory committee will also exist.

The City of Akron is very fortunate in having an active labor council, the headquarters of two international unions with education departments, a number of well-established large local unions and the branch office of a major university labor education program.

In spite of these advantages, there was frequent stumbling over the question, "Who speaks for labor?" It may be painstaking and time consuming to track down the proper spokesman, but it is essential if you are to establish an ongoing program.

Most labor people and many labor educators are somewhat reluctant when approached by the schools for assistance. Their reluctance is not based on anti-intellectualism but rather on a long history of being solicited for support but not for input. It will take time to establish credibility in both directions but the Akron experience suggests that the effort will be rewarding.

To maximize the utilization of labor resources once the pertinent ones are identified, areas of expertise and interests should also be identified. This obligates school personnel to somewhat pre-establish viable communication channels with the resource people.

Communications: Curriculum decision areas where input from the labor resources will be sought should be specifically identified. This involves resource people in program areas where they can be of genuine assistance. Any other involvement may be deemed as perfunctory and this surely would lead to the demise of labor participation in collaborative efforts. Many institutions initially involve the labor movement for "window dressing" effect and seldom consult with them from that point forward. What is not realized by that institution is that they have destroyed the credibility factor for future support and assistance.

Again, after the "real" labor power personalities and institutions have been identified, they most likely will give their "blessings" to the school's requests and delegate the actual service chore to selected staff or officers. The key is that the personnel assisting the schools in their programming endeavors must have the "ear" and trust of the area labor leaders.

School people should be continuously cognizant of the importance of keeping the resource authority base informed. It is essential to carbon copy all written correspondence that may have implications to area leaders or that may simply be of interest to them in terms of input progress. Remember to practice communicational and literary courtesies.

Any media releases should be cleared through the resource representatives. Intentions of a release are generally good; however, as in any organization, there may be political or philosophical ramifications that school people may not understand or consider. This should not be misinterpreted. The labor community enjoys the opportunity to have positive exposure, especially in public education endeavors. Any positive coverage regarding the utilization of labor resources can only strengthen credibility factors between the schools, the public and the labor movement.

It is important to establish a systematic on-going communications pattern with the labor support people. It is also important to have agenda, reports and documents developed before meetings are convened. Hopefully, documented kinds of items can be forwarded to the support people before meetings. This gives them the opportunity to review materials and issues which enhance the quality of their input at meeting times. Most importantly, it is part of establishing sincere communications and credibility.

Utilization of Labor-Advisory Committees: A labor-advisory committee should be a representative cross-section of organized labor. This would include representatives from industrial unions, the building trades (the Building Trades Council), the United Labor Agency, a representative from the AFL-CIO

Central Labor Council, the United Autoworkers and/or the United Autoworkers CAP Council and representation from the United Brotherhood of Teamsters. The advisory committee may include all of these or some of these--which,is solely dependent upon the make-up of that particular labor community. The key factor is that it is politically important to include the power groups when developing the labor advisory committee. The Akron area, for example, is the International Headquarters of the United Rubber Workers. Obviously, the U.R.W. would be a chief consideration in the development of a viable labor advisory committee. It might be that the key power figures themselves want to serve in a committee capacity. Most often local labor leaders are tied up with numerous other obligations and responsibilities and will, therefore, appoint an organizational representative to act in their behalf.

It is important to have a "working" advisory committee. That is, the members of that committee are willing to lend not only verbal support to programming efforts, but also become involved resource people. It should be somewhat expected that subcommittees ("work committees"), composed of an entirely different membership may emerge from advisory committees to focus on specific requests and tasks.

The major tasks of a labor advisory committee are to provide an inservice "awareness" training to public school teachers and staff regarding the structure, philosophy, goals and objectives of the labor movement and to further familiarize the public school educator with some of the problems and issues confronting organized workers in the immediate community and in the nation as a whole. An effective way to approach this task is through a joint effort between a representative arm of the labor community (the labor advisory committee), professional labor educators from local universities, colleges and community colleges and selected public school personnel. This was effectively operationalized during the summer of 1978 in Akron with area labor representatives; the University of Akron, Departments of Counseling, Special and Secondary Education; The Ohio State University, Labor Education and Research Service and the Akron Public Schools, Departments of Career Education and Curriculum and Instruction.

The awareness training for staff is most essential. It allows for the development of an informed cadre of teachers that is able to maximize the expertise of labor resource people and materials for integrating ideas, materials and issues into a public school curriculum context, K-12. The effective utilization of labor resources can result in an overall community growth phenomenon. The labor community undoubtedly will undergo a perceptual change regarding how they view their schools. It will enable both institutions to have the opportunity to share ideas about education, in general, and people-related problems in particular. It enhances the dialogue necessary for labor's input in public school program development. Historically, organized labor has supported public education, and this kind of experience gives them further reinforcement to support local educational issues.

Methods for the Utilization of Labor's Materials and Resources: The public school staff initially chosen to work with a labor advisory committee for program input should give much attention to how their particular curriculum committee is to be structured in terms of effectively utilizing resource people, materials and information. It appears that the charge of the committee may include and give consideration to:

1. The use of information and materials in grade-level unit development.

2. Subject matter integration (social studies, English, math science, etc.)

3. The development of a labor resource(s) center.

4. Inservice training and orientation.

5. Feedback and evaluation of the applicability of resources for pupils, teachers, grade-level and subject areas.

6. A mechanism for adjusting to change, growth and error.

Public school people have the expertise for program development. However, a brief view of some of the responsibilities listed above indicates that in order to have successful labor-education programs, there must be a cooperative endeavor by labor and school communities.

Let us look briefly at the resources and suggest methods for utilization. Materials generated by AFL-CIO affiliated international and local unions, large independent (non-affiliated) international and local unions, the National AFL-CIO and its state and local central labor councils, United Labor Agencies, federal employer groups and public employer groups are excellent resource considerations. Printed materials from these organizations include newspapers; newsletters; public reports; position papers on political, social and economic issues; pamphlets; flyers, etc. These organizations are most sympathetic to public education requests:

American Federation of Labor and Congress of Industrial Organizations
AFL-CIO Building
815 16th Street, N.W.
Washington, D. C. 20006
Area Code 202-637-5000

United Mine Workers of America
900 15th Street, N.W.
Washington, D. C. 20005
Area Code 202-638-0530

United Automobile, Aerospace and Agricultural Implement Workers of America, International Union
Education Department
8000 E. Jefferson Avenue
Detroit, Michigan 48214
Area Code 313-926-5474

International Brotherhood of Teamsters, Chauffeurs, Warehousemen and Helpers of America
25 Louisiana Avenue, N.W.
Washington, D. C. 20001
Area Code 202-624-6800

Large affiliated international unions have departments of education and are sympathetic to the requests of public schools. The United States Department of Labor, Bureau of Labor Statistics, 1977, (Bulletin 1937), Directory of National Unions and Employee Associations, 1975, provides lists of national unions and professional and state employee associations giving the names of major officers and officials as well as the number of members and locals or affiliates of each organization. The bulletin includes other pertinent information, such as a review of the structure of the United States Labor Movement and a summary of recent significant developments in organized labor. This bulletin may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402.

The State AFL-CIO Department of Education can provide invaluable resources in terms of printed materials, films, economic and political data regarding worker-oriented issues, labor legislation to both state and federal, etc. Given ample notice, they are generally willing to provide resource people for pertinent topics. They publish monthly newspapers for their workers-affiliates and educational requests from public schools are treated kindly.

The United Labor Agencies are the principal health and social service agencies of organized labor in a community. They are non-profit organizations which exist due to the united efforts of the local AFL-CIO, the United Autoworkers and the Teamsters unions. The large labor communities have extensive programs focusing on the solutions to problems not covered by a union contract. These agencies can well provide educational insight and assistance in public school program development. Teachers occasionally attend programs offered by these agencies, and it appears that the assistance may be reciprocal, which is a tremendous way to further credibility.

Universities, colleges and community colleges with authentic labor education-labor studies programs, both non-credit and credit, are good sources for recruiting resource people and materials. These institutions have qualified professional staff which are familiar with that particular area and, in most cases, will be able to provide valuable assistance in the school system's initial endeavors to "plug into" the labor community. They also may be able to provide insights about organizations and situations that politically could be counter-productive in terms of cooperation and program development.

The Educational Research Information Center (ERIC) of the United States Office of Education provides an excellent research data cataloging retrieval service. There is a network of sixteen specialized centers or clearinghouses for particular educational study areas which acquires, evaluates, abstracts and indexes research data, related materials and research information. It also prepares bibliographical citations and abstracts of research documents which are announced in the Research in Education Index and disseminated through ERIC.

Data from a particular state's Bureau of Employment Services may give the public school educator a

grasp of that state's labor market and economy. Hopefully, this will provide a field for drawing inferences about employment trends with implications for organized labor, in general, and for educating youth, in particular.

This section obviously is not all-inclusive in terms of identifying, understanding and effectively utilizing labor resources. However, the basic ideas and suggestions herein, hopefully, will provide an operational framework for at least initiating and implementing school-labor collaboration. Remember, every community is different and this should be a key consideration in your design and approach to the cooperative venture in program development.

The initial step in planning labor-education inservice programs is to involve labor organizations at the earliest point so that a substantial and fair treatment of the role of labor in the education program will be achieved. The preceding section covered identification of appropriate labor representatives who are willing to serve as resource persons in workshops as well as helping in the planning process. A final outcome of labor's involvement in staff training should be the infusion of labor content into the school curriculum in ways that practically and pertinently can be conveyed to students.

A team process should be developed to plan and implement inservice programs for educators around the labor-education theme. The primary goal of these inservice programs is to integrate labor content into the school's curriculum, with the local labor community providing the necessary support and resources to supplement the effort. The following outline lists the steps in the planning process:

A. Appointment of an inservice planning committee should be undertaken by personnel within the school system designated to assume the responsibility. The committee should be selected well in advance of the dates set for training and should include at a minimum elementary and secondary representatives. Hopefully, these persons would have knowledge and experience in the area of career education. One of these representatives should be appointed as a labor liaison with responsibility for insuring direct labor participation and communication, and coordinating labor-related activities.

B. The inservice committee should develop and conduct an inservice needs assessment of the potential target audience. Such an assessment questionnaire can be developed and submitted to educators. From analysis of its return data, planners can determine where labor input and participation can most effectively meet the needs expressed.

C. After studying its needs data, the inservice planning committee should develop specific objectives for their program. This step is crucial if the program is to achieve maximum return for the time and resources invested. The objectives with which labor personnel can assist must be determined, and the aid of the appropriate labor agency must be sought.

D. Once the selection of labor representatives has been completed, the pertinent format and content is jointly determined by the planning

committee and the labor representatives. If a Labor-Education Research Service is associated with a local university, its staff should also be called upon to assist in this effort. The staff of these services are knowledgeable and highly respected in the field of organized labor and are committed to working directly with schools in labor-education inservice programming.

E. A brochure describing the program and giving necessary registration information should be distributed to all educators at the earliest possible time.

To reach a maximum number of educators, a variety of staff development programs must be designed. Programs can take the form of building level meetings, after-school seminars, credit workshops in cooperation with local universities, and community resource workshops conducted during spring or summer recesses. The following section provides examples of the forms that inservice programs can take:

Building Level

Labor education inservice programs can be conducted for the entire staff of a school building. Preferably, this can be accomplished directly after school in lieu of a regularly scheduled staff building meeting. Purposes of such an inservice session include introducing educators to labor's views on the economy and educational process, labor's role in the community and labor as an instructional resource. Specific topics are determined by consultation with the building principal and by assessment of teachers' needs for training as previously identified. A career educator or curriculum specialist may be in charge of developing and presenting the program with labor persons utilized as speakers.

A brief written evaluation should be used to assess the program and to conduct individual follow-up sessions with teachers who wish further assistance.

Example of Building Level Inservice
"Akron Today---Tomorrow?"

Need

Teachers at a junior high school expressed increasing concern about the rubber industry's trend to move many production jobs from the Akron area. They realized that the community's life style and the future of young people are directly affected by these changes. They stated a desire to learn more about the changing area.

Objectives

1. To understand the reasons for Akron's changing economy and job market from

both a labor and management perspective.

2. To gain new insights on the future occupational outlook in the Akron area.

3. To discuss how changes in Akron will affect the schools.

4. To discuss curriculum implications for preparing students for a future in a changing area.

Program

The teachers, counselors and administrators at the school devoted their regular staff meeting to a discussion of "Akron Today...Tomorrow?" The program was jointly planned by the building principal and a career coordinator.

The Education Director of the United Rubber Workers and the Executive Director of the Akron Regional Development Board were invited to speak to the objectives stated above. A question and answer period followed their presentations.

As a result of this meeting, the staff obtained insights regarding the complexities of the local economy, labor's point of view in regard to improving the quality of life, and business and industry's response to the question of Akron's future economic growth.

Credit Workshop
University Related

This approach differs from building level programs in that those who attend may earn university credit for their participation if they wish.

By design, this type of workshop can offer a great deal of flexibility in that it can provide an overview of labor-career education concerns, or it can focus on an indepth selected area.

Example of a Credit Workshop "Labor Relations: A Model for Conflict Resolution"

Need

Through the needs assessment inventory, educators expressed the need for information regarding organized labor which they could incorporate into the curriculum. Information was requested on the following:

- Structure and Functions of Unions
- Collective Bargaining
- Contracts

- Grievances and Grievance Procedures

- Role of Unions in the Community

As one answer to this need, the inservice planning committee, with the expert aid of labor and industrial relations personnel in the community, developed a credit workshop on conflict resolution.

Objectives

1. To utilize the resources of labor and management to increase educators' understanding of the structure and function of unions.

2. To have educators experience the process of collective bargaining, including contract negotiations and grievance resolution.

3. To examine instructional materials for labor-related career education activities.

Program

Educators on all levels were presented a program on conflict resolution in labor-management relations by practicing professionals. During the first session of the workshop, a simulated discharge case was presented to an arbitrator by professionals representing labor and management. The workshop participants made a decision on the case based on their observation before the arbitrator presented his award.

The second day's session was devoted to group activities in which participants experienced the process of collective bargaining and examined related instructional materials. The actual program agenda follows:

AGENDA

First Day - After School

4:00-4:15 Workshop Orientation
- Workshop Coordinator

4:15-4:30 Labor Involvement in Career Education--A National Perspective
- Labor Consultant

4:30-5:00 Conflict Resolution in Labor-Management Relations--An Overview
- Labor Consultant
- Industrial Relations Manager

5:00-5:15 Break

5:15-6:15 Arbitration Hearing
- Counsel for the Company
- Counsel for the Union
- Arbitrator - Federal Mediation Commissioner

6:15- 6:30 Preview of Saturday's Activities
Workshop Coordinator

Second Day - Saturday

8:00- 8:30 Coffee and Conversation

8:30- 9:15 Arbitration Decision and Analysis
- Labor Consultant
- Counsel for the Company

9:15- 9:30 Break

9:30-11:45 A Case of Insubordination
- Group activity in which participants experienced the process of conflict resolution

11:45- 1:00 Lunch

1:00- 1:50 Film: "The Inheritance"

1:50- 2:00 Break

2:00- 3:00 Classroom Applications of Concepts Presented
- Elementary discussion leaders
- Secondary discussion leaders

3:00- 3:30 Wrap-up, Evaluation Assignment
- Workshop Coordinator

Evaluation

The instrument used to evaluate this credit workshop is typical of those used to evaluate all the inservice programs. It appears as an aid in designing an evaluation device and to demonstrate the effectiveness of the training.

Workshop Evaluation
"Labor Relations: A Model for Conflict Resolution"

Please check: Total # responding to evaluation - 45

12	Elementary Teacher	4	Principal
23	Secondary Teacher	1	Counselor
1	Central Office	4	Other

Please circle the number that best expresses your reaction to each of the following items:

	Excellent				Poor
	5	4	3	2	1
1. Organization of the workshop was:	81%	19%			
2. The "Arbitration Hearing" was:	82%	18%			
3. The "Case of Insubordination" was:	57%	39%	4%		

	Very helpful				No Use
	5	4	3	2	1
4. Film: "The Inheritance"	49%	40%	11%		

	5	4	3	2	1
5. Ideas and materials presented in the application session were:	30%	63%	7%		

6. My understanding of labor-management relations in the working world has:

Increased greatly				Not changed
5	4	3	2	1
32%	48%	14%	4%	2%

7. Overall, I consider this workshop:

Excellent				Poor
5	4	3	2	1
55%	43%	2%		

Seminars

Seminars are a series of meetings designed to provide an opportunity for dialogue between educators and industry, business, labor, government and professionals. They can be conducted in the evening for approximately two hours, and longer if a dinner is provided for the participants.

The seminars can be planned jointly by the inservice committee and a labor professional. Time is allowed for a presentation by the labor resource person or persons and for questions and answers after the presentation. It is important if arrangements can be made to conduct the seminars at the respective work sites of the labor leaders involved so that participants gain first-hand knowledge of the available resources and work environment of that leader.

Example of a Career Education Seminar "Labor - Its Role and Resources in Career Education"

Need

Teachers and counselors expressed the need for realistic information about labor which they could incorporate into the teaching and advising of students. As one answer to this need, a career education seminar was designed to investigate the local labor structure and the role labor can play in the classroom to prepare students for future work.

Objectives

1. To familiarize participants with the organizational structure of unions.
2. To review current trends in labor education.
3. To listen to labor's viewpoints on what students need to know about employability and work adjustment.

4. To present available classroom materials and activities which will help teach labor concepts.

Program

Educators met at a union facility for two sessions to discuss "Labor - Its Role and Resources in Career Education."

At the first session, the executive secretary of the local labor council spoke. He explained the types and organizational patterns of unions in the area. The participants then viewed the film, "The Inheritance," which gives the historical development of the American labor movement from its European roots to the present.

Extended Credit Workshops

This approach to inservice is conducted over a longer period of time than the credit workshops discussed previously and offers participants two to three semester hours of university credit. The workshops, by design, offer a great deal of flexibility in meeting the needs of the participants. They provide an in-depth study of organized labor with the development of curricula as the end result.

Example of Credit Workshop "Labor Studies in Career Education"

Need

Public school curriculum planners and classroom teachers voiced the need to have adequate knowledge and understanding about American workers and their representative organizations in order to effectively assist young people in career education orientation and preparation. Therefore, the intent of this workshop was to give participants extensive training in labor studies and to have them use this knowledge to develop curricula.

Objectives

The general objectives of the workshop were to provide the teacher-participants the opportunity to:

1. Develop an understanding and appreciation of the underlying purpose, philosophy, concepts, values and goals of the American labor movement.

2. Describe the relationship between workers and their labor organizations.

3. Inform about career opportunities which exist in organized labor.

4. Develop labor-related curriculum units.

Program

During the first two weeks the participants received in-depth instruction on the history, structure and role of labor in our society.

The third week of the workshop was devoted to curriculum writing. By the end of the workshop, each participant completed at least one comprehensive unit of instruction that was pilot tested during the 1978-79 school year. Examples of the curricula developed during the workshop are included in the following section of this manual.

The topics listed below were presented during the first two weeks of the workshop and provided the knowledge base for the curriculum development effort during the third week:

- Historical Development of the Labor Movement
- The Organizational Structure of the American Labor Movement
- The Collective Bargaining Process
- The Impact of Technology on the Workforce
- Labor Relations in the Public Sector
- Union Membership - Rights and Responsibilities
- Conflict Resolution - The Grievance Procedure
- Career Opportunities in Organized Labor
- Labor - Economics
- National Issues Confronting the Labor Movement
- Industrial Relations in Akron
- Industrial Mobility and its Effects on Employment

Very positive responses were received from those attending the workshop. While the major objective of this workshop was to develop curriculum units infusing labor concepts, the content and activities were valuable enough in themselves to offer them to a larger number of teachers during the 1979-80 school year.

Summer Inservice at Community Work Sites

A Career Guidance Institute sponsored by the National Alliance of Business also acquaints school personnel with work in the community. The main focus of the institute is to make educators aware of

local occupational opportunities through on-site observations and experiences.

During the labor-related portion of the institute, educators visited a work site. While on site, educators observed union members at their jobs, and actually reported for a job in a labor union headquarters. Participants were interviewed and processed through the personnel department in the same manner as any other new employee of the union. They were assigned to their department, and by the end of the day, were active on their new jobs.

Evaluation of Curriculum

This handbook assumes that a curriculum and/or course of study can be enhanced by a greater emphasis on labor and that this can be achieved by modifying course content, basic and supplemental materials, and teaching strategies. This manual further assumes that labor-education concepts can be infused into all areas within the standard curriculum as well as vocational, technical and special courses because all should relate to preparation for work.

The first step in achieving this goal involves a comprehensive analysis of the existing curriculum. Within each course of study, all of the following should be examined: curriculum guides, textbooks, supplemental and audio-visual materials, and the human resources used in the classroom. The analysis should attempt to ascertain whether or not (1) areas of labor-education are present within the curriculum, (2) areas are given sufficient emphasis, (3) stereotyping is eliminated, (4) content is presented in an unbiased manner, and (5) information is current and accurate.

The courses which generally lack specific information on labor and, thus, most need infusion, are the traditional academic areas. Courses in language arts, mathematics, science and foreign languages are content courses in which little effort has been made to infuse labor concepts. Therefore, they lack the resources labor can provide in enriching the instructional program. These courses should be analyzed carefully with the anticipation that extensive curriculum development will be needed.

Teachers of these courses can no longer exempt themselves from a concern with labor. Today's workforce requires greater communication, computation and technical skills than before, and English and mathematics courses must respond to this. In addition, the percentage of organized workers grows constantly in the professional and non-professional, as well as the technical fields. It is very likely that today's student will be a member of a labor organization in the future or will be required to work with one. Therefore, there should be no academic area that does not concern itself with labor.

The social studies, obviously, is the curricular area in which an organized and extensive course of study in labor-education should already exist. Those persons conducting the curriculum analysis, however, should make an in-depth study of how the infusion of labor-education information can be expanded and up-dated within each course of study.

If the analysis shows that insufficient labor-education information is included, the following suggestions should aid in correcting deficiencies: On the elementary level, labor-education can be integrated easily into the study of transportation, law, government, resources, local history, decision-making, beliefs and traditions, urbanization, population distribution, interdependence, culture,

technology, conflict and cooperation, values, scarcity, division of labor, groups, roles, responsibility, production and consumption of goods and services, careers, industrialization and capitalism.

On the secondary level, most school systems include the study of American history and American government among the required courses. These are obvious areas in which labor-education can be integrated. As the result of a current trend in education, many school systems also offer courses on the principles of economics. This is another area in which labor-education can be included as an integral part of the course of study. Additional areas, if they exist in the curriculum, might be problems of democracy, contemporary problems, futurism, quality of life, civics, urban studies and specialized mini-courses.

Within each of these courses, labor-education is relevant and should be integrated, chiefly in the post-1865 period. Specific emphasis should be given to:

- The history of Supreme Court decisions
- The history of the development of various labor organizations
- The philosophy of unionism
- The history of Congressional legislation affecting the rights of union organizations and workers
- The history of post-war periods and the fluctuating business cycles
- The social aspects of unionism and the effects of labor demands on the over-all economy.

If these areas are not already covered in course content, they must be included in the curriculum in order for labor-education to be complete. There are several other aspects of labor-education which must also be reviewed:

How is labor-education presented in the curriculum? Are stereotyped phrases and biases present? Are labor leaders referred to as "labor bosses?" Are references to strikes always negative references? Is management's side always positive, labor's always negative? This type of analysis is done best in cooperation with local labor leaders who may be more sensitive to pin-pointing biases wherever they occur.

Another aspect of how labor-education is presented requiring analysis is the methodology and teaching strategies used in the classroom. Is the approach an activity-centered one? Do teachers regularly use field trips, guest speakers, personal interviews and conference calls as methods for presenting information to students? If the answer to any of these questions is "no," you have identified additional means by which labor-education can be enhanced.

Establishing Objectives and Outcomes

Once you have evaluated the existing curriculum and identified those areas and aspects of labor-education which require improvement, you can begin to establish specific objectives and outcomes. This can best be done cooperatively by educators and local labor leaders. The labor leaders can identify specific goals, concepts and terms which should be included in the presentation of labor-education. The educators can translate these into achievable objectives and outcomes. Cooperatively, the two groups can proceed from the objectives to an identification of specific materials and activities which will aid the classroom teacher in achieving those objectives.

Developing Labor-Education Curriculum

Different approaches can be taken to develop a labor-education curriculum. One approach, which has proved workable is to conduct training programs for the purpose of having teacher-participants complete workable instructional units for use in the classroom. See the preceding section for a description of such a workshop.

School and labor personnel can also be valuable resources once the units are actually in use in the classroom. They can assist in correcting any problems which become apparent as the units are being field tested. They can also be of assistance by researching and securing available materials which will aid the teachers in achieving the objectives of the units. Once the field testing is completed, they can cooperatively evaluate the success of the units and suggest necessary revisions.

LABOR-EDUCATION INSTRUCTIONAL UNITS

The teaching units which follow are a product of the collaborative efforts of teachers, curriculum specialists, career educators, university staff and representatives from organized labor. The lessons and objectives are presented for the secondary level.

Instructional units can also be prepared for the elementary grades, but labor concepts appear to be more difficult to translate into the instructional program at this level. Thus, it is apparent that more intensive inservice training for elementary educators in labor-education must be encouraged.

Social studies curriculum is the main vehicle used, with one unit developed for a junior high school reading class. However, much can be developed in other disciplines as well, as will be mentioned later.

The instructional units are intended to be "descriptive" rather than "prescriptive." No effort was made to present a comprehensive curriculum of labor-education in the public schools. Although the units and objectives have been field tested, they appear here to merely suggest ideas and strategies a classroom teacher might employ. In most cases, the core subject along with the concepts for career education and labor-education are "integrated" in an attempt to be motivational for students.

Instructional Objectives

K-3 Students will:

- Become aware that students are workers.
- Value the importance and worth of all workers.
- Distinguish between those in authority and those who take orders.
- Accept the notion that people are paid for their work.
- Learn that group membership influences a person's behavior and degree of independence.
- Understand the differences between working independently or as a member of a group.
- Know the rudiments of labor history.
- Be exposed to labor songs and folklore.

4-6 Students will:

- Understand that there is a wide variety of workers in the world.
- Recognize the relationship between life style needs and career rewards.

- Become aware of the existence and interdependency of occupations.
- Appreciate the contribution of all workers.
- Understand the concept of unionism.
- Recognize the implications of working with and without supervision independently and with others.
- Recognize the concept of supervision in the completion of a task.
- Become aware of their parents' occupations.
- Realize that some parents are members of unions.
- Know the high points of the history of organized labor.

7-8 Students will:

- Define the term "organized labor."
- Know a variety of terms associated with organized labor.
- Understand the concept of fringe benefits and their importance to a worker.
- Identify and explain their own attitudes and beliefs regarding work.

- Be aware of the worker-supervisor relationship.
- Become sensitive to the conflicts between management and organized labor.
- Compare management's definition of a good employee with labor's definition of a good union member.
- Be aware of how good worker attitudes contribute to a strong union.
- Be able to define OSHA (Occupational Safety and Health Administration).
- Be able to cite high points in the history of organized labor.
- Understand the concept of collectivism as it applies to workers in similar occupations and work settings.
- Be aware of the decision-making process involved in collective bargaining.
- Identify occupational groups which are likely to be organized.
- Distinguish between the terms "salary" and "hourly" wages and identify the types of workers likely to earn one or the other.
- Understand that a union is a democratic organization with elected representatives.

- Be aware of major labor organizations in their community.
- Understand the primary goals of a labor union.
- Become aware of the changing role of organized labor in an advanced technological society.
- Clarify their own values in relation to unions.
- Define the term "strike."
- Clarify their own values regarding strikes.

9-12 Students will:

- Be aware of the organization and structure of the AFL-CIO.
- Identify important pieces of legislation affecting labor over the last century.
- Simulate: grievance process, arbitration, contract negotiations.
- Understand the concept of multinational corporation and how it will affect the job market of the future.
- Be aware of the exodus of manufacturing jobs from older northern industrial regions.
- Become aware of the effect of media on values as they relate to unionism.

- Be sensitive to labor/management relationships in these northern communities.
- Understand how the loss of manufacturing jobs greatly affects an entire community.
- Appreciate the need for cooperation between corporation executives, labor leaders, educators and community leaders in economic development.
- Define the term "cybernetics."
- Be aware of the impact of technology on the work force.
- Define the term "labor law reform."
- Be aware of major labor issues in the news.
- Identify labor officials, national and local, and become aware of their personal career patterns.
- Explore careers in organized labor.
- Distinguish between value systems of salaried and hourly personnel.
- Be aware of several differing economic theories, and how different economists view the job market.
- Identify common biases or stereotyped phrases associated with organized labor.
- Clarify personal values regarding unions, strikes, hourly employment.

LABOR STUDIES IN CAREER EDUCATION

UNIT DEVELOPMENT PLAN

PREPARED BY: Anthony R. Paris

SUBJECT: Social Studies

GRADE LEVEL: Seventh

LENGTH OF UNIT: Approximately three weeks

Forty minute classes

Major Concept

Rights and Responsibilities of Workers

Rationale

"In our average lifetime, we live about 600,000 hours (about 70 years). Of those hours, we spend about 94,000 working. This is roughly equal to eleven years of continuous work--twenty-four hours per day, seven days per week, fifty-two weeks per year. We spend more of our 600,000 lifetime hours at work than in any other activity except sleeping (which takes up twenty-four years)."*

It is apparent that most adults must, at some time in their lives, address themselves to the world of work. We live in a work-oriented society and for most of us, working is central to our way of life. Our standard of living and often our sense of dignity and pride are tied up with our jobs.

For many junior high school students, the reality of paid employment--on a full or part-time basis--is only a short time away. Students often begin their search for a job or become employed without having acquired the knowledge, skills, and conceptual understandings which are useful in coping with the world of work. This unit has been prepared for a class of seventh grade students in the Akron Public School System in Akron, Ohio. It will be incorporated into the Ohio history course which is taught one semester in social studies. It will be integrated with the teaching of industrial growth and concern for human rights.

* "Studies in Public Policy: Unemployment" U.S. Department of Labor

Major Instructional Goals

Upon completion of this unit, the student should be able to demonstrate an adequate understanding of the major concepts and terms needed to discuss:

Cognitive

1. The characteristics and nature of work.
2. How organized labor assists the worker.
3. Job opportunities in Ohio.

Affective

4. Identify and explain his or her own attitudes and beliefs regarding work.
5. Be sensitive to the conflicts between management and organized labor.
6. Appreciate the necessity to prepare for future jobs.

Necessary Resources

- Sets of pictures of people at work
- Writing paper
- Chalkboard
- 100 3x5 cards
- Overhead projector and screen
- Transparency of "On Strike" terms and definitions
- Film: "Strength Through Struggle" and accompanying "Study and Discussion Guide"
- 16mm projector
- Video-tape equipment (optional)
- Career Development Sound Filmstrip, "Labor Unions: What You Should Know"
- Duplicating equipment
- Transportation for field trip

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
1.1* Student will be able to list: (4.1)** a. Five types of work. b. Five skills needed to do different types of work. c. Five benefits that result from work.	A. Divide class into small groups for brainstorming. B. Post pictures of people at work around the room. C. A recorder in each group lists the ideas of the students. D. After sufficient time, discuss the ideas listed. Compare different groups' similarities and differences. NOTE: Students should keep in mind the following questions: (Put these on the chalkboard.) 1. What is going on in these pictures? 2. Who do you see in these pictures? 3. What feelings are expressed in these pictures? 4. What conclusions about work can you make from these pictures? E. Have students sort and classify the pictures into categories: 1. Types of work 2. Ages of people	1. Sets of pictures of people at work, taken from magazines, journals and newspapers or any available source. These pictures should be selected to fit the categories listed under activities. 2. Writing paper for students.	Students must construct a matching test that can be taken by another student in the class. The test must include: 1. Five items that will match up with the type of work. 2. Five items that will match up with the work skill. 3. Five items that will match up with the benefit of work. NOTE: 1, 2, and 3 above will constitute one side of the matching test. Students will be graded in two areas: 1. Test they construct. 2. Test they take.

* First number identifies the goal on cover sheet; second number is the performance objective number.

**Each performance objective is designed to support both a cognitive and an affective goal.

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	3. Different pay levels 4. Skills needed for different kinds of work 5. Satisfaction people get from their work		Draw a humorous picture or cartoon that represents their idea of work; this could also be a collage.
	F. Lead the class in a discussion of the following: "In our society, we believe that it is normal for most adults to work in order to earn a living. Many people also have the attitude that people who are not working are lazy or bad in some way." 1. How does society benefit from the work of individuals? 2. How do our attitudes about work affect the way we look at others?	Chalkboard Writing paper for students	NOTE: The Art Department wants to work with you. However, your evaluation of the students' work should be from a work-concept idea rather than artistic ability.
1.2 Define "work" from an economist's point of view; must account for a monetary exchange. 1.3 (4.3) Contrast a personal and an economist's definition of "work;" must contrast on each of the five presented definitions.	A. Have students write a sentence that defines work (as they see it). The sentence should begin with the words: "Work is ... " B. Have the students now examine five definitions of work that have been placed on the chalkboard:		

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	1. Anything that takes effort. 2. Whatever a body is obligated to do. 3. Activity spent for the benefit of others. 4. Making my bed, mowing the lawn, doing the dishes and running my paper route. 5. Paid employment (economist's definition). C. Students should now compare their definition of work with each of the five definitions on the board and decide which of the five is most like theirs and which is most different from theirs. D. Now, poll the students (by a show of hands) to see where the most agreement and disagreement lies. E. Ask pupils who agree or disagree with a particular definition to explain and defend their reasons and point of view. NOTE: It is best to encourage all students to explore both sides of any discussions. End the discussion by having students write a general statement about how work is viewed by society.		

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
2.1 Given ten management and labor dispute terms, correctly match with a definition--100% accuracy.	*Selected words and terms are on the attached sheet entitled "On Strike." NOTE: Make four sets of 3x5 cards with just the terms printed on them, and four sets with just the definitions printed on them. Use of four color codes is helpful. A. Divide class into four groups and give each group a set of term cards and definition cards. Both sets are shuffled together. B. Instruct each group to collectively match the term and definition cards. NOTE: Bonus point incentives will be given to the first and second groups to correctly match all the cards (per teacher's option). C. Each group signals when they think they have finished. The teacher moves from group to group to check for accurate matching of the cards. *"On Strike" obtained from Michael Cox, Curriculum Specialist, Akron Public Schools, Akron, Ohio.	Approximately one hundred 3x5 cards. Overhead projector and screen. Transparency of "On Strike" terms and definitions.	Multiple choice or matching test; however, it may be more feasible to divide into four groups again and repeat the card game described under activities. Use bonus or incentive points for each group depending on their order of finish--first completed, second completed, third completed, and fourth completed. (With this form of evaluation, it would be necessary to use bonus type rewards rather than a pass-fail concept.)

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	D. After all groups have finished and the cards collected, place the "On Strike" transparency on the projector with the definitions covered. E. As each term is exposed by the teacher, students respond with the definition. F. Lead a class discussion to explain in more detail the definitions that were most difficult for the class.		
2.1 (5.1) A. Cite two reasons why Ohio workers first began to organize unions. B. Cite two ways that management discouraged workers from organizing. C. Cite two things the union did to help the workers. D. Cite two laws that were passed to help the unions.	A. Introduce the film: "Strength Through Struggle" (30 min.). NOTES: Film is about Ohio labor movement's growth and development from 1930 to 1976. It attempts to create a feeling for the past: 1) What it meant to belong to a union at different times. 2) Challenges the workers have met through their unions. 3) How unions have changed people's lives. Instruct students to pay particular attention to the music that is used in the film since labor's story is told in its songs.	Film:* "Strength Through Struggle" and accompanying study and discussion guide. 16mm projector and screen. *Strength and Struggle Study and Discussion Guide, Labor Education and Research Service, Akron, Ohio	Unit test--multiple choice

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	B. After the film, lead a class discussion centered around one or more of the following questions: 1. How do you feel you would have acted if you were a worker living in the 1930's? 2. What were some of the real issues brought out in the film? 3. Are the disagreements between labor and management today the same or different than they were in the 1930's and 1940's? Why? 4. If you were one of the labor leaders in this film, what would you have done to help the workers? 5. Choose one law that you think has helped labor the most and explain why.		
2.3 (5.3) Identify three ways in which the local United Rubber Workers unions have helped the Akron rubber workers.	Invite a local U.R.W. president or officer to speak to your class on the following topic: "Where would the Akron Rubber Workers be Without Their Unions?" NOTE: If the speaker is unable to spend more than one hour with you, it is suggested that his presentation be	Possibly video-tape equipment and screen	Either simple listing or three ways that unions have helped Akron rubber workers or writing three brief paragraphs that explain the three ways.

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	video-taped for the other classes. Also, ask the speaker to allow time for questions and answers at the end of his presentation. A. In preparation for this speaker, students will collectively decide on five specific questions that they want to ask him. Questions will be selected in the following manner: 1. Students will be asked to reflect upon the film they saw the day before--"Strength Through Struggle." 2. As they write their questions, they will be instructed to keep in mind some of the underlying issues brought out in the film. NOTE: Five of these should be listed on the chalkboard: . Working conditions . A sense of being a human being . Recognition of organized unions . Grievances . Labor laws		

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIAL	EVALUATION
	3. After each student has had the opportunity to write down one or two questions, the class will brainstorm by listening to each other's questions. As they are given, they should be written on the board. NOTE: Questions that are similar to any already on the board will not be listed. 4. Questions on the board will then be grouped into the five areas previously listed. From each group, the class will select or reword a question to be asked so we will end up with a question for each of the five areas of issues: . Working conditions . A sense of being a human being . Recognition of organized unions . Grievance . Labor laws 5. After writing down the five questions, five students will be selected to ask them.		

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
2.4 (5.4) A. Identify three responsibilities of union members. B. Identify three stages in the collective bargaining process.	Career development sound filmstrips entitled, "Labor Unions: What You Should Know" NOTE: Use two days to present the program--it is in two distinct parts. Each part lasts 18 minutes. A. Introduce Part I--"Unions and Their Members," by briefly explaining to the students that they will be learning: 1) how to become a union member, 2) why people do or don't join a union, and 3) responsibilities of a union member. B. Instruct the students that they will be asked to answer all of the three questions after the presentation. C. Show Part I, then ask various students to respond to the following questions: 1. How do you join a union? a) Do you have to join a union? 2. Why don't some people join a union? a) Should an employee be forced to join a union in order to work?	*Career development sound filmstrip, "Labor Unions: What You Should Know" A sound filmstrip projector and screen. Duplicating equipment *Career Education Office Akron Public Schools Akron, Ohio	List at least one responsibility a union member has in each of the following areas: 1. Election of officers 2. Financial support of the union 3. Union meetings 4. Strikes 5. Contract negotiations List three stages or steps in the collective bargaining process. Develop a questionnaire.

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	3. What do you think is the most important responsibility of a union member? Of a worker? D. The next class day, introduce and show Part II of the program--"Collective Bargaining." NOTE: Students should be told to address themselves to the following questions while watching the presentation: 1. In what ways are the workers involved in the bargaining process? 2. Do employees always have to strike to get what they want? 3. What are the steps (stages or procedures) of collective bargaining? E. Lead a class discussion about the three questions above. <u>Additional or Alternate Activity</u> F. Students collectively develop a ten-question questionnaire. Questions should address the areas of: 1. Employment 2. Unions		

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	3. Responsibilities of union members 4. Collective bargaining G. Using the ten questions selected, each student will interview four adults (two between the ages of 20 and 40, and two between the ages of 40 and 60). NOTE: No names should be used and all answers should be recorded by the student. For this reason, it is best for the teacher to supply each student with four questionnaire forms that have been typed and reproduced by machine. H. After allowing sufficient time for the students to conduct their interviews, have them share their results with the rest of the class. As the class listens, they should attempt to analyze the attitudes and values of the person who was interviewed. (Much discussion should be involved here!!)		

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
3.1 (6.1) Be able to identify causes of the changing job opportunities in Ohio; must account for: tax bases, weather preferences, raw material access, and product distribution.	A. Have students write their answers to these questions: 1. What kind of work do you plan to do in your adult life? 2. What skills will you need to learn to do this job? 3. In what part of the country will your job be? 4. Do you think you will ever change jobs? Explain your answer. 5. Are there a lot of openings in the type of job you want? B. Collect the students' papers without having discussed their answers. Save these papers!!! C. Guest speaker: Ira Arlook, Executive Director, Ohio Public Interest Campaign. Topic: "Industrial Mobility - What It Means to the Community and the Workers." NOTE: Let the speaker see the five questions the students were asked to answer. Do this well in advance of his appearance.		

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	Also ask him to allow time for questions and answers at the end of his talk. (Possibly videotape his presentation.) D. Follow this presentation with a field trip to The Ohio Bureau of Employment. If this is not possible, have a guest speaker from the Bureau (Jean Haynes, Akron, Ohio) address the class. NOTE: Get a copy of the five questions to the speaker in advance. Let them know your objectives in advance. E. After completing the activities above, lead a class discussion centered around the five questions as well as any information provided by the speakers. F. Now have the students answer the same five questions again. G. Pass back their original answers to the questions. H. Divide class into small groups and ask them to make comparisons of any changes they made in answering the questions.		

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	I. After allowing time for each group to interact, have them share their findings with the rest of the class. J. Have the class collectively develop five concrete statements regarding job opportunities in Ohio.		

ON STRIKE

STRIKE	Workers stop working and refuse to return until their demands are met.
UNION	An organization of workers designed to protect and promote its interests.
UNION SHOP	An agreement allowing an employer to hire union as well as non-union workers.
CLOSED SHOP	An arrangement with a union under which an employer hires only union members.
BOYCOTT	An organized refusal to buy a product or a service.
ARBITRATOR	A person chosen to settle an argument involving opposite viewpoints.
BLACKLIST	A list of trouble makers.
NEGOTIATE	To deal with as desired.
TAFT-HARTLEY	Famous legislation passed over President's veto in 1947, outlawed closed shop.
UNION STEWARD	Name given to a representative for the organization of workers.
MANAGEMENT	The collective body of those who manage any enterprise.
SCAB	Another term for strike-breaker.
COLLECTIVE BARGAINING	Negotiation for the settlement of hours, wages, etc., between an employer and an organized body of workers.
SENIORITY	Longer span of service in a job with a company.
YELLOW DOG CONTRACT	An employment pact in which a worker promised he would not join a union.
LOCKOUT	A tool of the employer whereby the doors of the plant are closed until workers meet the employer's demands.
INJUNCTION	Court order to end a strike.
SITDOWN STRIKE	Workers shut off machines and refuse to work.
OPEN SHOP	Union and non-union work in the same company.
FEATHER BEDDING	A term used for unnecessary workers or the slowing up of work.

FRINGE BENEFITS	Benefits received by workers from their employer over and above wages, such as: . Pensions . Sick pay . Insurance . Paid vacation and holiday
GRIEVANCE	A complaint by an employee, union, or employer about violations of the bargaining agreement.

LABOR STUDIES IN CAREER EDUCATION

UNIT DEVELOPMENT PLAN

PREPARED BY: Diane Eckard & Rebecca Stoll

SUBJECT: Reading - Language Arts

GRADE LEVEL: Seventh through ninth

LENGTH OF UNIT: One Year

Major Concept

Labor Unions: Structure and Function

Rationale

The unit will expose the junior high school student to the practical application of the structure and function of the labor union concept.

Major Instructional Goals

Cognitive

1. Develop an understanding of the underlying purpose, philosophy, concepts, values and goals of the Labor Movement--specifically as it relates to the individual employee in the contemporary work force.

2. To create an understanding of the structure and function of a labor union.

Affective

3. To develop and assume responsibilities of a laborer through participating in a labor union environment.

Necessary Resources

- Filmstrips - "Workers/Management," "Labor Unions: What You Should Know"
- Addison Wesley Reading Kits
- Speakers
- Forms in Your Future
- Films: "The Inheritance," "Contract/Contract"
- Reading Attainment Reading Kit
- Reading Road to Writing
- "Settle or Strike" Game
- Transparencies
- Dittos

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
1.1 Students will list, without notes, five major landmarks in the formation and growth of labor unions.	1.1.1 Students will view film, "The Inheritance" 1.1.2 Students will copy important dates from overhead. 1.1.3 Students will read supplemental labor pamphlets.	"The Inheritance" United Federation of Teachers Film Library, New York Transparency Addison Wesley Work 601, Box B "Child Labor Laws" Reading Attainment: Maroon #6 "When Seven Year Olds Worked in Factories" Green #15 "Blow Up on the Railroad" Reading Road to Writing "The Courage of Cesar Chavez"	QUIZ - Students must list five major landmarks in the formation and growth of labor unions with 80% accuracy.
1.2 Students will select and assess through a written topic sentence paragraph, the significance of a particular labor landmark event.	1.2.1 Students will write a "Because" paragraph citing three reasons relating the significance of the event.	"Because" paragraph ditto (See attached Appendix 1)	Paragraph will be graded based upon form and content.
2.1 Students will define in their own words, using notes, ten labor-related terms.	2.1.1 From the discussion of movie and historical events transparency, 20 terms will be chosen by students, listed on board and defined. Students will choose 10 from the 20 to incorporate into their vocabulary.	Terms (See attached Appendix 2)	QUIZ - Word Search Puzzle - Students must locate 10 labor terms and define them with 80% accuracy.

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
2.2 Students will define in four, ten-word sentences the four types of collective bargaining agents.	2.2.1 Students will view filmstrip.	Filmstrip: "Labor Unions: What You Should Know" By: Kenneth Gagala, Guidance Associates, 1977	
	2.2.2 Students will copy from overhead four types of collective bargaining agents and define.	Transparency (See attached Appendix 3)	Exercise: Students will write, using their notes four, ten-word sentences defining the four types of collective bargaining agents. 100% accuracy expected.
2.3 Given a description of qualifications and duties, the student will indicate in writing the union position described.	2.3.1 Students will view filmstrip.	Filmstrip: "Workers/ Management," Career Directions filmstrip, A Changing Times Educational Service, Publisher Austin Kiplinger, 1976.	
	2.3.2 Students will discuss film and define various union positions listed on overhead.	Transparency (See attached Appendix 4)	Test: Students will be given descriptions of union officers and will have to identify each position as described with 80% accuracy.
	2.3.3 Students will read pamphlet, "Union Elections."	Addison Wesley "Union Elections" Box B, Work #601	Students will answer questions in pamphlet with 80% accuracy.
2.4 Students will identify in writing, five responsibilities of a union member.	2.4.1 Students will prepare two questions to ask speaker concerning union membership and the negotiating procedure.	Speaker: Robert Strauber, Deputy Mayor, City of Akron	

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	2.4.2 Students will listen to speaker.		
	2.4.3 Students will fill out union membership application.	Form taken from "Forms in Your Future."	Collect forms. Correct and return until 100% accuracy is achieved.
	2.4.4 Students will discuss all union information presented to this point.	Transparency Teacher prepared list of questions.	Students' oral responses
2.5 Students will select a chief negotiating spokesperson, using a given list of fourteen qualifications as a guideline.	2.5.1 Students will copy and discuss the importance of the fourteen qualities needed in an effective negotiating spokesperson.	Transparency (See attached Appendix 5)	
	2.5.2 Students will nominate four candidates and evaluate their qualifications before voting to select a spokesperson.	Notes taken from overhead projector.	Election of spokesperson containing necessary qualities.
2.6 Students will negotiate and write a labor contract as it applies to the high intensity classroom setting.	2.6.1 Students will view film.	Film: "Contract/Contract" Educational Department, Textile Workers Union of America, New York, New York	Students will write one paragraph discussing their reaction to information presented through the film.
	2.6.2 Given eight specifics, student will suggest items which apply to each classification as they relate to their particular classroom situation.	Eight contract specifics (See attached Appendix 5)	Students will write outline for contract covering eight specific areas.

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	2.6.3 Students will select a negotiating committee of four, chaired by the chief spokesperson.		Election of committee members from class.
3.1 Students will recognize the need for balance between labor and management by recognizing the needs of both parties.	3.1.1 Students will participate in the negotiation process.	"Settle or Strike" Game Communications Workers of America, 1969.	Decision to settle or strike.
	3.1.2 Through negotiating process, students will develop contract.	Use outlines developed in previous lesson.	Final written contract be used throughout the year as a classroom work guideline.
3.2 Students will select a union steward, using checklist of necessary qualifications.	3.2.1 Students will listen to a speaker concerning the responsibilities of a steward and the grievance procedure.	Speaker holding position of union steward.	Complete questionnaire dealing with steward responsibilities.
	3.2.2 Students will read and discuss ditto "The Job of a Steward."	Ditto, "The Job of a Steward" Grievance Research & Administration, Labor Education and Research Service, Ohio State University (See attached Appendix 7)	
	3.2.3 Students will read and discuss ditto "Checklist for a Good Steward."	Ditto, "Checklist for a Good Steward" Grievance Research & Administration, Labor Education and Research Service, Ohio State University (See attached Appendix 6)	Election of responsible steward.

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OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	3.2.4 Students will vote to elect a student based upon information given in handouts.	Ballots with instructions on voting procedure.	
3.3 Students will practice cooperation in the union process by following their written contract.	3.3.1 Students will take part in the union process by adhering to their written contract and by filing written grievances to settle disputes.	Written classroom contract Grievance forms (See attached Appendix 8)	Using contract guidelines will result in correctly leading written grievance toward settlement of a dispute.
3.4 Students will show a mature attitude toward the multi-faceted aspects of the labor contract as it affects the worker.	3.4.1 Students will read supplemental materials.	Reading Attainment "New on the Job - Some Tips" Orange #2, grade level 4.5-5.5. Addison Wesley level A "Job Benefits," Work #205 Grade level 1.75-2.9 "Retirement," Work #303 Grade level 2.9-3.9. "Take Home Pay," Work #305 Grade level 2.9-3.9.	Completion of questions accompanying the reading material with 80% accuracy.

CONTENT OUTLINE

I. Introduce labor concept

A. Labor terms

B. Background information
1. Brief history
a. Need for formation
b. How formed
c. Major landmarks
2. Types of shops
a. Closed
b. Union
c. Agency
d. Open

C. Union organizational structure
1. Officers
a. Duties
(1) Qualifications
2. Steward
a. Duties
(1) Qualifications

II. Contracts

A. Specifics
1. Terms of wages
2. Hours
3. Working conditions
4. Length of contract
5. Management prerogatives
6. Discipline
7. Seniority
8. Grievance procedure

B. Negotiating committee
1. How chosen
2. Qualifications
3. Chief spokesperson

APPENDIX 1

"BECAUSE (Topic Sentence) PARAGRAPH"

Using the form below, write a topic sentence.

Next to each "because" list a reason supporting your topic sentence.

Write a concluding statement repeating the main idea of your paragraph.

TOPIC SENTENCE

BECAUSE

BECAUSE

BECAUSE

CONCLUDING STATEMENT

Now, recopy into paragraph form. Make sure you indent the first line of the paragraph and leave out underlined words from the above form.

APPENDIX 2

LABOR TERMS

1. Bargaining agent
2. grievance
3. steward
4. strike
5. fringe benefits
6. boycott
7. employee
8. employer
9. picket
10. lockout
11. anti-trust
12. immigrant
13. contract
14. salary
15. production
16. management
17. arbitration
18. piecework
19. layoff

From text, "Organized Labor," published by The United Federation of Teachers, 1976.

APPENDIX 3

COLLECTIVE BARGAINING AGENTS

1. Closed shop - The union determines who may be hired. (The Taft-Hartley Act makes this type of shop illegal.)

2. Union shop - The employer hires the worker, and then he or she must join the union.

3. Agency shop - The company hires the worker, who then has the option to join the union. If the worker chooses not to join the union, he or she must still pay an equivalent amount to the union.

4. Open shop - The union has gained a majority of the workers, but all have the option of whether or not to join. If they choose not to join, they do not have to pay an equivalent amount of money.

APPENDIX 4

UNION POSITIONS

1. Secretary-Treasurer - Acts as secretary of conventions and all meetings and maintains proceedings.

2. President - Principal elected executive officer of the union. He/she presides at conventions and meetings.

3. Steward - An individual elected by his fellow workers in a given shop or plant to deal with grievances and other matters of union businesses. Stewards are also known in some industries as committeemen.

4. Member - An individual worker who joins a labor union and allows that union to act as a bargaining agent. Members must pay dues and follow contract obligations to remain a member in good standing.

APPENDIX 5

The Chief Spokesperson

Qualities should include:

1. Command of language
2. Knowledge of operations
3. Power of decision
4. Prestige
5. Integrity
6. Dependable
7. Patient
8. Intelligent
9. Stamina
10. Convincing
11. Sense of humor
12. Open mind
13. Poise
14. Personality

A contract should include:

1. Terms of wages
2. Hours
3. Working conditions
4. Length of contract (duration)
5. Management prerogatives
6. Discipline
7. Seniority
8. Grievance procedure

APPENDIX 6

Checklist for a Good Steward

We hope the following twenty-five items will serve as a checklist or a set of goals that you might set for yourself in becoming a good steward:

1. Keep yourself informed on current events.
2. Keep yourself informed on union affairs.
3. Subscribe to the pertinent labor newspapers and magazines available to you.
4. Attend and encourage attendance at any labor education programs that might be available to you and your members.
5. Serve as an example to your fellow workers.
6. Meet the new members, inform him or her, educate him, help him become a member--not just a dues-payer.
7. Keep accurate and up-to-date records.
8. Attend union meetings and union affairs.
9. Give the membership the satisfaction of listening to their problems.
10. Get your department to act as a unit--have them stick together.

11. Hold departmental meetings, or if this is not possible, consult as broad a base of the membership in your department as possible.

12. Keep the workers informed on union policies and union activities.

13. Act as a leader--do not let personal likes or dislikes prejudice your actions as a steward.

14. Fight discrimination, whether it be overt or very discreet. Discourage prejudices of any kind.

15. Don't promise if you cannot deliver.

16. Don't hesitate or stall. If you don't know, be mature enough to admit you don't know.

17. Keep your workers informed on sources of information. Give pertinent information whenever a worker seeks it.

18. Inform the membership of union services. Encourage them to take advantage of not only the services the union sponsors outright, but those that the union helps subsidize. If your local does not already have a community services representative, encourage the local in creating one.

19. Fight, wherever you meet it, the anti-union element. You can best do this be being informed and being dedicated to the Labor Movement.

20. Encourage political action on the part of your members. See to it that they are registered and vote. Become an active supporter yourself.

21. Know how to refer to the union contract, by-laws, and local and international constitutions. If you are not sure, seek help so that you can become familiar with the documents.

22. Encourage and support the activities on behalf of organizing the unorganized.

23. In dealing with management, remember that you are the elected representative of your fellow members. Never consider yourself to be inferior to management spokesmen. Consider yourself their equal.

24. Be proud of your position. Remember you are a steward of your local union which has the full support of hundreds of thousands of members bound together in an international union, with the support of millions of union members affiliated with the AFL-CIO.

25. Remember your goal is to be the best steward there has ever been. Always strive for this goal. Excellence has no substitute.

APPENDIX 7

The Job of the Steward

1. In order to be effective, a steward must perform many jobs.

   a. Unionize and/or organize workers in the department.

   b. Collect dues. Sign dues check-off card.

   c. Get workers to the meetings.

   d. Act as a communications link between union officers and members--upwards and downwards.

   e. Support AFL-CIO Committee of Political Education (COPE).

   f. Sell the union's program.

   g. Know labor legislation.

   h. Handle grievances.

2. What are some of the things a steward must know and what skills must he have?

   a. Your contract

   b. Legislation and agency regulations

   c. Your department

   d. Your people

   e. Skill in "digging out" facts

   f. Skill in arguing grievances logically

   g. Skill in writing grievances

   h. Skill in saying "No" to worker who doesn't have a grievance

   i. Skill in dealing with management

APPENDIX 8

GRIEVANCE FACT SHEET

Employee (Student) _____

Class _____ Clock Number _____ Shift _____

Date of Grievance _____

(Teacher/Aide/Helper)
Foreman/Supervisor Involved _____

Witnesses _____

STATEMENT OF FACTS

WHO was involved?

WHEN did it happen?

WHERE did it happen?

WHAT happened?

WHY did it happen?

What adjustments do you desire?

Employee Signature _____

Steward Signature _____

Submit 3 copies: Teacher, Student, Steward

Date _____

LABOR STUDIES IN CAREER EDUCATION

UNIT DEVELOPMENT PLAN

PREPARED BY: Kimberly Cole

SUBJECT: American History

GRADE LEVEL: Eighth

LENGTH OF UNIT: Three Weeks

Major Concept

High points of history of labor from colonialization to the beginning of the twentieth century.

Rationale

To help junior high school students understand the importance of the American worker and labor organization in American history.

This unit is a supplement for eighth grade students who have studied American history from colonialization to the Civil War. The unit is designed for advanced American History classes.

Major Instructional Goals

Cognitive

1. The student will understand the evolution of American economic and social conditions which led to the development of organized labor.
2. The student will understand the working conditions of the American worker during the nineteenth century.
3. The student will become aware of early labor leaders and labor organizations.

Affective

4. The student will appreciate the struggle faced by the early American workers.
5. The student will appreciate the conflict parallel between the colonists of the American Revolution and the workers of America.

Necessary Resources

American Labor, Henry Pelling, 1960, University of Chicago Press Chicago, Illinois 60637

- Organized Labor: Its Development and Growth
  4 Sound Filmstrips
  Current Affairs/Young World
  24 Danbury Road
  Wilton, Connecticut 06897

- Let Freedom Ring, Joseph H. Dempsey, 1977, Silver Burdett Company, Morristown, New Jersey

- "The Inheritance" Film

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
1.1 The students will explain that the settlement of America was due to an excess of labor in Great Britain.	1.1 Students will read chapter one (1) of American Labor and will write definitions for vocabulary listed below: . Indenture . Bond laborer . Slavery . Apprenticeship . Guild	American Labor Henry Pelling, 1960 University of Chicago Press Organized Labor: Its Development and Growth Four sound filmstrips Current Affairs/Young World "Towards a New World" 1600-1800 "Factory Takes the Lead" 1800-1860 "Generation of Power" 1860-1940 "Forging New Directions" 1945-Present Speakers Let Freedom Ring Joseph H. Dempsey, 1977 Silver Burdett Company, American History Textbook "The Inheritance" Film	Quiz on new vocabulary Unit test on American Labor and class notes Paper from panel discussion Biography of labor leaders Paper on conflict Parallel of American Revolution and Labor
1.2 The students will be able to define the following terms: indenture, bond laborer, slavery, apprenticeship and guild.	1.2 Short oral quiz on vocabulary. Teacher will give definition; student will write word. Teacher will give notes and lecture on Chapter One. (Teacher notes are at end of unit.) Speaker presentation - apprenticeships.		
1.3 The students will orally describe the three distinct characteristics of American labor during the pre-revolutionary period.	1.3 Teacher lecture and notes on American labor during the pre-revolutionary period. Show filmstrip #1, "Towards a New World."		
1.4 The students will explain the results of the Revolutionary War on the American economy during class discussion.	1.4 Class discussion and review of American economy during Revolutionary War.		

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
1.5 The students will be able to compare/contrast the trade societies of 1790 with the working man's parties of 1820.	1.5 Students will read Chapter Two of American Labor. Teacher will give notes and lecture on trade societies and workingman's parties.		
1.6 The students will describe the state of the American worker before the Civil War.	1.6 Show filmstrip #2, "Factory Takes the Lead." Class discussion of filmstrip.		
1.7 The students will compare and contrast the Knights of Labor and the Federation of Organized Trade in class discussion.	1.7 Students will read Chapter Three of American Labor. Teacher lecture on Knights of Labor and Federation of Organized Trade followed by class discussion.		
1.8 The students will be able to describe the American Federation of Labor.	1.8 Teacher lecture and notes on AFL. Show filmstrip #3, "Generation of Power."		
1.9 The students will discuss how big enterprises could influence or control state and federal legislatures.	1.9 Teacher/class discussion of industrial growth and monopolies which developed at end of 19th century. Show film, "The Inheritance." After showing film, have students write what they feel was the theme of the movie. 1.9 Have a conference telephone call with Howard Metzenbaum.		

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
2.1 The students will illustrate knowledge of poor working conditions faced by American worker through panel discussion.	2.1 Students will be divided into two groups--workers and management of late nineteenth century. Students will research and turn in a paper on their position. Panel discussion topic: "Why/Why Not Should the American Worker Have the Right to Strike?"		
	3.1 Student will read Chapter Four of American Labor. Teacher/class discussion on Samuel Gompers. Students will write a two-to-three page biography on a labor leader or labor organization of the nineteenth century. Students will have option of giving their report orally.		
4.1 The students will simulate the struggle faced by the American worker.	4.1 Students will be assigned to one of the following groups at the beginning of class: (a) Workers at a factory (b) Union representatives (c) Management officials (d) Stockholders	4.1 3x5 index cards with a group name to give students.	

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
	4.1 (e) Bankers (f) Family of workers (g) State and local legislators The groups will each present to class their feelings of the given situation which is "Strike at Local Steel Plant."		
	Optional activity for advanced groups: "Settle or Strike."	4.1 "Settle or Strike" Game	
5.1 The students will identify characteristics of the American labor struggle which parallel the struggle faced by the American Revolution.	5.1 Students will write a paper citing examples of conflict faced by the American colonists and examples of conflict faced by American workers. Students will conclude paper by comparing these two conflicts and the outcomes.		
	5.1 Presentation by an arbitrator explaining his/her career; how conflict is dealt with in negotiations.	Professional Arbitrator	

TEACHER NOTES
INSTRUCTIONAL GOAL ONE

All notes are taken from the book, American Labor, by Henry Pelling, which is a vital part of this unit.

Objective 1.2

Indenture - A person who sold his services, usually for the price of transportation to the colonies. These people either came freely or were "criminals."

Bond Laborer - A person who sold his labor in Europe for the price of his labor and his debt from travel.

Slavery - A type of labor in which servitude was permanent. Blacks from Africa who were involuntary immigrants.

Apprenticeship - Usually lasted seven years while learning a trade from an experienced craftsman.

Guild - The first sign of industry organization.

Objective 1.3

Distinct characteristics of American labor during the pre-revolutionary period.

1. Diversity of economy and social structure
2. Close ties with agriculture
3. High rate of wages for all free labor

Revolutionary War

1. Tended to improve life of worker
2. Little restrictions of land ownership

Objective 1.4

Post-revolutionary period

1. Population increases
2. This population growth increased need for manufactured goods
3. Large scale production needs a factory

Objective 1.5

Trade societies - 1790

First local in character. Purpose was to provide mutual insurance benefits and social advantages to members. Aim was to maintain rather than advance existing wages.

Workingmen's Parties - 1820's
Their demands were:

1. Universal free public education
2. Strong opposition to extension of banking services

3. Abolition of imprisonment for debtors
4. Changes in militia law
5. Mechanics' lien law

Objective 1.6

Labor in 1840's

Great increase in immigration.
Factory workers were women and children.
"Protective associations" formed by philanthropists.

Labor in the South

Slavery was profitable.
Eli Whitney's cotton gin (1793) had given slavery a new lease on longevity.

Labor before Civil War

1. Consolidation of slavery
2. Increase in immigration
3. Advance of industrial techniques
4. U.S. was still an agricultural country

Civil War

1. Industry grows
2. Labor unions revive
3. Revival of national unions
4. National Labor Union

Objective 1.7

Knights of Labor - 1869

1. Founded by garment cutters' benefit society
2. Uriah Stephens established an "order" with local, direct and general assemblies
3. A secret organization helped protect unions
4. Adopted a constitution
5. 1881, abandons secrecy and membership grows
6. Boycott was favored against strike

Federation of Organized Trade and Labor Union - 1881

1. Growth was slow at first
2. Emphasized need for federal and state legislation to protect trade union property

Objective 1.8

American Federation of Labor

1. December, 1886 - Columbus, Ohio
2. Trade union called a convention
3. American Federation of Labor is born. The Federation of Organized Trade was absorbed into this body.
4. Built to survive stress and strife of economic boom

LABOR STUDIES IN CAREER EDUCATION

UNIT DEVELOPMENT PLAN

PREPARED BY: Donald R. Tabor SUBJECT American History

GRADE LEVEL: Eleventh

LENGTH OF UNIT: Two Weeks

Major Concept

Labor legislation and evaluation of unions.

Rationale

The purpose of this unit is to acquaint students with the impact of legislation on the growth and development of unions. Students will be acquainted with specific labor legislation and how this legislation has served to influence the socio-economic development of American society and specifically the welfare of the American worker.

Major Instructional Goals

Cognitive

1. Students will recognize the importance of legislation in the formation of unions.
2. Students will know how legislation affected workers during the growth of labor.
3. Students will know the important types of legislation that helped form unions.
4. Students will know present-day legislation regulating organized labor.
5. Students will recognize differences between various present-day laws affecting labor.

Affective

6. Students will appreciate the workers' struggle to acquire needed legislation that helped organized labor.
7. Students will appreciate how workers' attitudes were affected by different kinds of legislation at different periods of union growth.
8. Students will appreciate the importance of present-day legislation to maintain the status organized labor has achieved.

9. Students will be conscious of the effect of the Right to Work Laws vs. Labor Law Reform Act of 1977 on organized labor and be able to analyze the effect on the job market of today.

Necessary Resources

- United Federation of Teachers: Documents 33, 34, and 35
- Text: Adventures of the American People (Akron Board of Education)
- Films: "Labor's Participation in the Political Process," "Labor's Legislative Program" (Association-Sterling, 866 Third Ave., New York, New York, Att: OB)
- Books: Adventures of the American People, Alfred A. Knopf, N.Y., 1969. Gregory, Charles P., Labor and the Law, Douglas, Paul H., The Worker in Modern Politics, Alfred A. Knopf, New York, 1969.
- Field trips to union organizations
- Learning Resource Center (LRC)

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
1.1 Cite four types of legislation that affected organized labor prior to 1960.	1.1 Have students examine documents pertaining to each of the four types of legislation. 1.2 Students must write the similarities and differences of each of the four types of legislation.	1.1 Documents from the text designed by the United Federation of Teachers--Documents: 33, 34 and 35. 1.2 To discuss Commonwealth vs. Hunt, use text, Adventures of the American People.	1.1 Students will write four types of legislation during the growth of organized labor prior to 1960 without the use of notes. 1) Commonwealth vs. Hunt 2) National Labor Relations Act 3) Taft-Hartley Act 4) The Landrum-Griffin
2.1 Students will be able to identify three ways legislation affected workers throughout organized labor's history.	2.1 Students (after class discussion) will discuss the following topics in groups of four: 1) Has legislation made unions more sophisticated? 2) Have union leaders become more responsible leaders? 3) Has legislation contributed to "fairer" collective bargaining? 4) Have workers today become more unified because of legislation? After discussion, students will list three ways legislation has affected workers belonging to unions.	2.1 Use text, Adventures of the American People (Akron Board of Education) Overhead - Show questions for discussion. Films: "Labor's Participation in the Political Process" and "Labor's Legislative Program" (Association-Sterling, 866 Third Ave., New York, New York, Att: OB)	2.1 Students will be able to list how legislation affected union workers in the following categories: 1) More sophisticated unions 2) Better union leaders 3) More realistic bargaining 4) Workers more unified

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
3.1 Students will be able to distinguish which legislation had t'e greatest impact on organized labor.	3.1 Students will work in small groups to discuss the following types of legislation: 1) National Labor Relations Act 2) Taft-Hartley 3) Landrum-Griffin Act 4) Right to Work Law 5) Labor Law Reform Act of 1977 6) OSHA Students will write (after research) why some of this legislation had more impact on unions than did others.	3.1 Documents from text: United Federation of Teachers: #33, 34 and 35. Suggested: Allow students to talk to local unions and encourage them to use the LRC for their research.	3.1 Students will compare and contrast the important legislation affecting unions and select (in writing) the legislation that had the greatest impact on unions.
3.2 From class material, students shall cite at least five of the six acts discussed.			
4.1 Cite two types of present day legislations affecting organized labor.	4.1 (5.1) Students will be expected to go to the LRC and a local union to gather information on the present day legislation and its effect on organized labor; also, students will compare the present day legislation and analyze the effect this legislation has on organized labor today.	4.1 (5.1) Visit LRC and local union. Class dittos Books: Greenstone, J. David, Labor in American Politics, Alfred A. Knopf, New York, 1969; Gregory, Charles P., Labor and the Law, Norton, New York, 1958. Films: "The Inheritance," Dr. Jesse, OSU	4.1 (5.1) Students learn how to search through the use of school and community sources and to analyze the information collected.

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OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
6.1 Students will cite the six discussed problem areas which legislation created and cite at least one specific example for each.	6.1 Students will be divided into small groups. Each group will be assigned situations that will require students to role-play their solutions. Each student will be assigned specific assignments relating to the group situation. Suggested topics of problems created by legislation upon unions: 1) Strikes 2) Financial problems 3) Moral issues 4) Fear of violence 5) Public image 6) Legal issues Students must "act" out the problems they are faced with and their solutions (students may use their own methods).	6.1 LRC; posters; pictures; visit local unions; text, Adventures of the American People (Akron Board of Education) Suggested books: Yellen, Samuel, American Labor Struggles, Arno Press, New York, 1969. Douglas, Paul H., The Worker in Modern Economic Society, Arno Press, New York, 1969. Greenstone, J. David, Labor in American Politics, Alfred A. Knopf, New York, 1969. Gregory, Charles P., Labor and the Law, Norton, New York, 1958.	6.1 Students will learn how to work in groups. Students will illustrate what they have learned through role-playing.
7.1 Given the four discussed time periods, cite specific attitudinal changes in workers which resulted from enacted legislation.	7.1 Students will be required to use the LRC to research the types of legislation and the effect on the attitudes of workers during the following time periods: 1830-1878; 1879-1900; 1901-1960; or 1960-present.	7.1 Poster; LRC; any material they will need to present their report.	7.1 Students will learn how to use the LRC. Students will become accustomed to speaking in front of a class.

OBJECTIVES	ACTIVITIES	INSTRUCTIONAL MATERIALS	EVALUATION
			7.1 Students will be able to formulate ideas of how legislation affects the attitudes of workers at different periods of history: 1830-1878, 1879-1900, 1901-1960, 1960-present.
8.1 Using discussion materials, students will be able to cite five effects of present day legislation upon the power of unions today.	8.1 Students will give an oral report discussing how present day legislation has affected the power of unions today. Students will be expected to put together a collage illustrating their findings.	8.1 LRC; teacher dittos; local unions Suggested films: "The Inheritance," D. . Jesse, OSU. "Labor's Legislative Program" (Association-Sterling, 866 Third Ave., New York, ATT: OB)	8.1 Students will be given an essay question, "What were five of the affects of present day legislation on the power of unions?" to be turned in to the teacher. Students will be allowed to use notes.
9.1 Students will be able to note three effects on workers and the job market of "Right to Work Laws" vs. "Labor Law Reform Act of 1977."	9.1 Students will be divided into two groups: one group supportive of the Right to Work Law, one group supportive of the Labor Law Reform Act of 1977. Students will debate with each other their evidence.	9.1 Ditto from teacher explaining rules of debate. LRC; local unions; Ohio Bureau of Employment Services; local business. Any materials the students need to use.	9.1 Students will come into contact with group work and the mechanics of researching. Students will learn to separate evidence from emotion or personal beliefs.

DOCUMENT 33

Basic Labor Legislation: The National Labor Relations Act

From: Brotherhood of Railroad Trainmen, The Pros and Cons of Compulsory Arbitration, Brotherhood of Railroad Trainmen, Cleveland, 1965.

The National Labor Relations Act (Wagner Act) is the principal labor relations law of the United States. Along with two subsequent amendments, the Taft-Hartley Act and the Landrum-Griffin Act, this statute defines practically all of the rights of unions, management, and the public in respect to collective bargaining.

Wagner Act of 1935 (National Labor Relations Act) was enacted during the Great Depression and the period of the New Deal. This act has been described as the Magna Carta of labor and permitted the tremendous expansion of labor union organization over the past thirty-five years. It created a National Labor Relations Board (NLRB) to promote equality of bargaining power between employers and employees and to reduce the causes of labor disputes. The law recognized the rights of workers to organize and join labor organizations and to choose representatives for collective bargaining and other purposes. The chief features of the Wagner Act are as follows:

1. Employers must bargain collectively with representatives of workers.
2. Workers elect their bargaining agent by secret ballot. This union is then certified by the NLRB as the exclusive bargaining agent for these workers.
3. Employers are forbidden to engage in "unfair labor practices" specified in the Act. These include dominating, interfering, and discouraging membership in labor organizations.

Questions for Inquiry and Discussion

1. What did the National Labor Relations Act force employers to do?
2. Describe the two steps for selecting a bargaining agent.

DOCUMENT 34

Basic Labor Legislation: The Taft-Hartley Act

From: Brotherhood of Railroad Trainmen, the Pros and Cons of Compulsory Arbitration, Brotherhood of Railroad Trainmen, Cleveland, 1965.

Taft-Hartley Act of 1947 was enacted by Congress in an attempt to establish a new balance of power in the collective bargaining process. Adequate safeguards for management and the individual workers against the growing strength of unions was felt to be in the national interest. The major provisions include the following:

1. Closed shops are prohibited.
2. Sympathy strikes, jurisdictional strikes, and strikes of federal government employees are prohibited.
3. The President is empowered to request an 80-day injunction in strikes threatening the national health and safety.
4. Labor unions and corporations are prohibited from making political contributions in federal elections.
5. Unfair labor practices of unions are specified in the act. These practices include coercing employees to join unions, charging excessive initiative fees, and refusing to bargain collectively.

Questions for Inquiry and Discussion

1. Who do you think was instrumental in getting the Taft-Hartley Act enacted?
2. Whom does it protect?
3. What are workers forbidden to do?
4. Describe how these limitations reduce the power of the unions.

DOCUMENT 35

Basic Labor Legislation: The Landrum-Griffin Act

From: Brotherhood of Railroad Trainmen, the Pros and Cons of Compulsory Arbitration, Brotherhood of Railroad Trainmen, Cleveland, 1965.

Landrum-Griffin Act of 1959 (Labor-Management Reporting and Disclosure Act) was passed by Congress to regulate some union practices and insure the civil liberties of union members. The provisions of this act were specifically directed at situations uncovered in some unions by congressional investigating committees. The major provisions include the following:

1. A bill of rights guaranteeing to union members freedom of speech and assembly, open union meetings, and democratic elections.

2. Unions are required to file regular reports with the United States Secretary of Labor on all financial dealings.

3. The secret ballot is specified for union elections, and limits on terms in office are established.

4. Union officers are made responsible for union money, and communists and ex-convicts are banned from holding office.

5. Secondary boycotts are further restricted.

Questions for Inquiry and Discussion

1. Which provisions of the Landrum-Griffin Act work to insure democracy within the unions?

2. Which provision further limits the power of unions?

3. Describe your position on the right of unions to engage in secondary boycotts. Give precise reasons why you feel you are right.

The classroom teacher who wishes to incorporate concepts of labor into his teaching can do so in a number of ways. A complete unit of study surrounding a labor topic can be developed, or concepts can be mentioned at appropriate times throughout the regular instruction. The latter approach is adaptable particularly for the teacher who is already utilizing career education. For example, in the study of an occupation, students should learn whether or not the workers are organized as well as the existing labor-management relationship in the field. As students learn about "good worker attitudes," they can also learn how these attitudes are reflected in union membership. Following are just a few examples of additional ways in which labor education can be incorporated into school curriculum apart from the instructional units already given.

English - Language Arts - Music

In the teaching of poetry or music, teachers can draw from the wealth of labor songs in America. There is a book entitled Songs of Work and Freedom, by Edith Fowke and Joe Glazer, available from the Labor Education Division of Roosevelt University in Chicago, which is a compilation of labor songs. These songs provide insights into the struggles of working people in America's history and amplify the origins of working class values.

In the study of speech, local personnel from organized labor can be invited to speak with classes. Within their presentations, these resource persons can point out the many ways good speaking skills are important in their daily work.

In lessons on biography, students can read about the lives of famous labor leaders. In language arts, where students are sometimes required to research occupations, paid positions in organized labor can be included in those occupations. In units on the newspaper, media or propaganda, many examples can be used to demonstrate the sometimes false impressions people are given by the media regarding unionism.

Science

Chemistry teachers can invite an industrial hygienist from an international union to discuss toxic chemicals and hazardous conditions in the workplace, the Occupational Safety and Health Administration (OSHA), the union's position on these issues and the work duties of an industrial hygienist.

Science teachers can also point out the massive changes science and technology have made and how these changes have and will affect the labor force.

Mathematics, General Business, Economics

Students should understand the concept of "fringe benefits" and realize how important they are to the worker. A learning activity can be to mathematically compute hourly wages and overtime. Many teachers utilize units on the computer as a vehicle for learning mathematical principles. Included in this study can be an investigation of how many workers are displaced or replaced by the computer and other advanced technology.

In the senior high school, students are often given the opportunity to explore in depth a career of their interest. This exploration may be related to their social studies or economics class, or to some special career exploratory program. Students can spend time observing the daily tasks of union officials and relate the experience to their own career goals.

In one instance, students spent two hours per day for three weeks working in the education department of an international union. They were able to explore their interests in the communication arts by writing an article for the union newspaper and helping to plan an agenda for an upcoming union meeting.

Elementary

Most of the above activities can be incorporated into the elementary school curriculum by modifying the approach. Teachers in a self-contained classroom have an added advantage in implementing any type of project.

Elementary students enjoy bringing their parents into the classroom as resource speakers. Parents who are members of organized labor are extremely valuable.

Most primary children study about community workers. As the public sector is the largest area for recent labor organizing, children can also learn about these labor organizations and associations.

Music, art and history are all areas in which elementary children can begin to learn about our American labor heritage.

DEVELOPING A LABOR-EDUCATION MULTIMEDIA RESOURCE CENTER

Establishing a Labor-Education Multimedia Resource Center can be done simply and at a relatively low cost.

Most schools do not have the additional funds to finance such a center as an individual unit in its own location; therefore, it is more practical and economical to incorporate the center into the regular learning resource area or library of the school.

The assimilation of a Labor-Education Center into an already existing facility accomplishes two goals: 1) the center can be accommodated and maintained at a reasonable cost, and 2) the center and its materials gain a higher degree of utilization by the students and the teaching staff because of its accessibility.

If individual schools do not have learning resource facilities, then a building that does, and is centrally located, should be chosen to house a Labor-Education Center so that it can be used as a magnet resource area for feeder schools.

The learning resource center should implement a multimedia approach. The purpose of a multimedia program is threefold: 1) encourage individual growth, 2) support and enrich the curriculum, and 3) teach media and library skills to both students and teachers.

The multimedia center should encompass the use of printed materials, slides, films, filmstrips, recordings and tapes. Other valuable local resources to include are: 1) in-school produced instructional units, 2) a file of organizations which permit field trips and 3) a file of human resources including community members who can serve as speakers. Whenever possible, audio-visual equipment should be located in the center and be easily available for use by students and teachers.

Materials such as pamphlets, books, magazines, newspapers, reports and other resources can be ordered free from many business, labor, government and private organizations. One of the most important things to stress in this area is that these materials must be updated constantly in order to be effective. At least once a year the individual in charge of the center should notify those groups providing free and current materials that the center is still interested in remaining on mailing lists.

One person should be given responsibility for administering the Labor-Education Center in order to assure that it is operated properly on a day-to-day basis and that new materials are continuously being filed and updated. The librarian should be assisted by a committee including a teacher, guidance counselor, career coordinator and a representative from local labor. A student

representative would be a valuable addition to the committee. Each committee member should be responsible for acquiring and disseminating materials and information to his/her respective groups. The committee can also add valuable input toward the direction of policies which the center adopts.

A major goal of any multimedia center is to devise an orientation program for students and teachers in order to familiarize them with materials that are available and to instruct them on the proper use and maintenance of audio-visual equipment.

The Labor-Education Multimedia Resource Center can be a viable and effective asset to any school resource area or library. It can provide students and teachers with materials and lists of human resources that will enable them to better understand the significant correlations between career and labor education.

The multimedia center can enhance the individual growth of teachers and students and complement and support the curricula in the career education and social studies areas.

Labor-Education Material

The following descriptions represent the minimum materials on labor education that should be available in a Multimedia Resource Center:

1. Publications of the Bureau of Labor Statistics. Lists current labor publications. Write to: Bureau of Labor Statistics, 441 G Street, NW, Washington, D.C. 20212. Free copy.

2. The Educator's Guide to Free Guidance Materials. Published annually by Educator's Progress Service of Randolph, Wisconsin. Request current price. Contains hundreds of classroom materials that can either be borrowed or are free.

3. The Occupational Outlook Handbook. Contains indepth information on individual occupational areas. Request current price. Write to: The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

4. Publications of the Office of Education. Request materials on career education. Write to: Department of Health, Education and Welfare, Washington, D.C. 20202.

5. The College Placement Annual. Lists the occupational areas of need, expected in the future for college graduates. Request current price. Write to: College Placement Council, Inc., P. O. Box 2263, Bethlehem, PA.

6. Monthly Labor Review. Monthly update reports on various labor topics. Request current price. Write to: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

7. American Labor Magazine. Discusses labor viewpoints on current topics. Request current price. Write to: Com Cor, Inc., 101 W. 57th Street, New York, N.Y. 10022.

8. Labor History. Discusses the historical development of the labor movement. Request current price. Write to: Tamiment Inst., 7 E. 15th Street, New York, N.Y. 10003.

9. Other labor magazines:

American Federationist
A.F.L.-C.I.O.
815 16th Street, NW
Washington, D.C. 20006

American Teacher
American Federation of Teachers
11 Dupont Circle, NW
Washington, D.C. 20036

CWA News
Communication Workers of America
1925 "K" Street, NW
Washington, D.C. 20005

The Government Standard
American Federation of Government Employees
1325 Massachusetts Avenue, NW
Washington, D.C. 20005

Labor Unity
Amalgamated Clothing and Textile Workers Union
770 Broadway
New York, N.Y. 10003

Light
Utility Workers Union of America
Suite 605, 815 16th Street, NW
Washington, D.C. 20006

Solidarity
United Autoworkers
8000 E. Jefferson Avenue
Detroit, Michigan 43214

Steel Labor
United Steelworkers of America
2457 E. Washington Street
Indianapolis, IND. 46201

United Rubber Worker
United Rubber, Cork, Linoleum and Plastic Workers of America
67 S. High Street
Akron, Ohio 44308

Vindicator
American Postalworkers Union
P. O. Box 1111
Columbus, Ohio 43216

10. Audio-visuals

AFL-CIO Film Catalogue
Over 200 labor films available. Publication No. 22. Available from: AFL-CIO Pamphlet Division, 815 16th Street, NW, Washington, D.C. 20006. 44 pages. Single copy free, sixty cents each for additional copies.

Modern Talking Picture Service, Inc.
2323 New Hyde Park Road
New Hyde Park, N.Y. 10040
(Send for information on films and video tapes.)

11. Social Labor Resources address and contact persons.

12. Current published curriculum projects involving labor:

a. Battle Creek School District
Administration Office
3 W. Van Buren
Department of Curriculum
Battle Creek Public Schools
Battle Creek, MI 48016

No. 7, "Labor Unions in Battle Creek"

b. Newark School District
Administration Office
2 Cedar Street
Department of Curriculum
Newark Public Schools
Newark, New Jersey 07102

Copy of "Labor Studies Curriculum Guide"

c. Frank Sullivan
Philadelphia Federation of Teachers
1816 Chestnut Street
Philadelphia, PA 19103

Copy of curriculum on labor studies

d. Office of Curriculum and Instruction
The School District of Philadelphia
21st and Parkway
Philadelphia, PA 19103

Copy of "Labor Unions - Progress and Promise"

e. Kenneth L. Gagala
New York School of Industrial and Labor Relations
Cornell University
Ithaca, NY 14850

Copy of "The Age of Employment - A Secondary School Curriculum in Labor Relations"

f. Instructional Services Department
Flint Community Schools
923 E. Kearsley Street
Flint, MI 48502

Copy of "The Work We Live By - Careers/Economics"

g. Greg Murtagh
Director of Education
Ontario Federation of Labor
15 Gervais Drive
Don Mills, Ontario, Canada M3C 1Y8

Copy of curriculum on labor studies

h. Mr. Dan Gustafson, Secretary-Treasurer
Minnesota AFL-CIO
175 Aurora Avenue
St. Paul, MN 55103

Copy of "The Story of Labor in American History -- A Resource Unit for Senior High School American History"

i. Charles W. Miller
American Federation of Teachers
4276 Ohio Street
Gary, IND 46409

Copy of "The Place of Labor in American Society -- a Teacher's Resource Unit"

j. United Federation of Teachers, Local 2
250 Park Avenue, South
New York, NY 10070

Organized Labor - Study of Labor in America

13. Selected Instructional Resources for the Teaching of Labor in Career Education:

a. "Labor Unions: What You Should Know"
Guidance Associates
2 sound filmstrips explain the nature of unions, membership responsibilities, grievance procedures, and major terms associated with unions.

b. "Organized Labor: Its Development and Growth"
Current Affairs
4 sound filmstrips trace the history of organized labor in the U.S. in the periods: 1600-1800, 1800-1860, 1860-1940, 1945-present.

c. "Unions and You"
Changing Times
Unit 6 of a series entitled "Career Directions." Two sound filmstrips with student booklets cover many aspects of union activities.

d. "Settle or Strike"
Communication Workers of America
Education Department
Simulation, can be played by up to eight players. Gives participants experience in negotiating a contract.

e. Brief History of the American Labor Movement
U. S. Department of Labor, Bureau of Labor Statistics, Bulletin 1000.
Brief, inexpensive resource book.

f. Organized Labor: Source Materials for the Study of Labor in America
United Federation of Teachers, New York, N.Y. Reference for teachers: Contains extensive teaching units plus four posters.

g. "The Inheritance"
Amalgamated Clothing Workers of America
(Available for rental - Film Division, AFL-CIO, Department of Education.)
A fifty-five minute film which traces the struggle of American workers against economic exploitation.

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